REPORT OF THE
ROYAL COMMISSION
ON POST SECONDARY EDUCATION
IN THE KOOTENAY REGION

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REPORT OF THE ROYAL COMMISSION ON POST SECONDARY EDUCATION IN THE KOOTENAY REGION

To: His Honour the Honourable Walter Stewart Owen, Q.C.,
        LL.D., Lieutenant-Governor of the Province of British
        Columbia.

Honoured Sir - We, the undersigned Commissioners were appointed by Orders in Council dated April 25, 1973 and May 25, 1973. Our terms of reference were to:

a) Examine post-secondary educational needs in the Kootenay region of the Province;

b) Examine the respective roles and opportunities of Selkirk College and Notre Dame University in meeting these needs; and

c) Attempt to identify within the Province unique educational needs which might effectively be met in the Kootenay region.

In accordance with the terms set forth, we respectfully submit our Report.

We have the honour to be,
Sir,
Your obedient servants,

Ian McTaggart-Cowan, Chairman   I McTaggart Cowan

Geoffrey C. Andrew, Commissioner   Geoffrey C Andrew

Timothy C. Byrne, Commissioner   T C Byrne

John F. Ellis, Executive-Secretary   John F. Ellis.

Leo S. Gansner, Commissioner   Leo S. Gansner

Raymond Hughes, Commissioner   R Hughes

James Patterson, Commissioner   James Patterson

Elizabeth E. Wallach, Commissioner   Elizabeth E. Wallach

FOREWORD

This Commission was established by Orders-In-Council dated April 25, 1973 and May 25, 1973.

The Commissioners were duly sworn in by Judge Michelangelo Provenzano of the County Court prior to the Commission's first official meeting in Nelson, B.C., on July 4th, 1973. The meeting had been duly announced in the *British Columbia Gazette*. These two actions met the conditions set forth in the *Public Inquiries Act*.

The Commission placed advertisements in most Kootenay newspapers calling for written briefs and submissions relating to its terms of reference. The Commission was gratified to receive over 220 submissions, many of them extremely thoughtful and substantial. In addition, the Commission provided Notre Dame University of Nelson and Selkirk College with a questionnaire designed to provide the Commissioners with detailed information about each institution. Voluminous and helpful replies were received. All of these documents are in the possession of the Executive Secretary.

In due course, a schedule of public hearings was arranged and was advertised widely in the public press. Those citizens and groups who had made substantial written submissions were invited to appear before the Commission to offer elaborative comments and to answer questions. Most of those who were invited accepted the invitation.

Public hearings were held in Nelson, Kinnaird, Fernie, Cranbrook, Kimberley, Creston and Trail. All were reasonably well attended. All were conducted in a spirit of good will and harmony. All public proceedings were tape recorded and these recordings are in the possession of the Executive Secretary.

In addition, the Commission made on-site inspections of Selkirk College and Notre Dame University and toured the cities of Fernie, Cranbrook and Kimberley.

The briefs, submissions, hearings and tours all combined to give the members of the Commission a clear and comprehensive view of the needs, problems and possibilities of post-secondary education in the Kootenay region.

The Commission's recommendations, which are summarized at the beginning of this Report and elaborated upon in later sections, are the result of long and careful study and debate. The Commissioners unanimously agree that if their recommendations are implemented the result will be a great improvement in the level of educational opportunity in the Kootenays. In addition, certain of recommendations could have important consequences in other regions of the Province.

A report such as this is but the first stage in effecting educational improvements. To become operative it must be followed by appropriate legislation, careful planning and sensitive and courageous implementation.

SUMMARY OF RECOMMENDATIONS.

1. We recommend that an institution to be known as the Kootenay Institute for Post Secondary Studies be created in the Kootenay region of British Columbia and that it provide courses and, as may be appropriate, diploma, certificate and degree programs in the fields of vocational education, technological education, academic education, community service and cultural activities. Specifically, we recommend that:

   1.1 The Institute be under the direction of a Governing Council which will have a majority of its members drawn from the general public but will also include within its membership, students, teachers and administrators;

   1.2 The Governing Council have final authority in fiscal and educational matters including the setting of tuition and other fees, the appointing of administrators, faculty and staff, the deployment of personnel, the approval of new programs, the phasing out of those programs which have outlived their usefulness, the development of buildings, facilities and services and the awarding of degrees, certificates and diplomas.

   1.3 The Institute have a chief executive officer appointed by and answerable to The Governing Council;

1.4 The chief executive officer be provided with adequate and appropriate staff in finance, administration and planning and such other areas as he may require and as may be authorized by the Governing Council;

1.5 The component units of the Institute be named Colleges each under the direction of a Principal;

1.6 In the initial stages of The Institute there be two or more colleges: one to be a four-year college concerned with liberal studies to baccalaureate level with headquarters at Nelson; one to be a two-year comprehensive college with campuses at Nelson and Castlegar and headquarters at Castlegar; a third centre of post secondary education will have its headquarters in the Cranbrook area but its institutional form, nature and program will be devised by the Governing Council as an early order of priority; (more detailed recommendations concerning the individual and collective missions of these colleges follow later);

1.7 The Institute utilize and develop instructional approaches, so far as is consistent with educational quality, that minimize the need for citizens to travel long distances to receive instruction.

2. We recommend that the Governing Council provide, forthwith, post secondary educational services for the East Kootenay Region. Specifically, we recommend that:

2.1 Certain vocational and technological programs be made available in the East Kootenay if at all possible no later than September, 1974;

2.2 The initial programs be housed in temporary facilities until more permanent arrangements can be made;

2.3 Until such time as the decision is taken regarding the institutional form that will best suit the East Kootenay (see 1.6) the programs be under the direction, supervision and administration of the College with headquarters at Castlegar working with an ad hoc committee of residents of the East Kootenay assembled by the Governing Council;

2.4 Planning for the institutional form that will best serve East Kootenay be a first priority of the Governing Council bearing in mind the immediate need for community involvement;

2.5 Notwithstanding an initial emphasis on vocational and technological programs that these programs not be stressed to the exclusion of academic, cultural and community service programs;

2.6 Instructional approaches, so far as is consistent with educational quality, be so devised as to minimize the need for citizens to travel long distances to receive instruction.

2.7 If a site within walking distance of the centre of Cranbrook can be made available, that Cranbrook be designated the core centre for the East Kootenay and that, in addition, subsidiary facilities be established as needed in such centres as Kimberley, Fernie, and the Columbia Valley.

3. We recommend that Notre Dame University of Nelson be replaced by a four-year College concerned with liberal studies within the Kootenay Institute for Post Secondary Studies. We specifically recommend that:

3.1 This College offer a bachelor's degree program which capitalizes to the extent possible upon the unique location and size of the institution; which provides also to the extent possible, an alternative in content and/or instructional approach to baccalaureate programs available elsewhere in the Province; which makes special provision for those citizens who are unable to undertake full-time, on-campus studies; which builds upon and articulates with two year programs of technology offered elsewhere; which shows reasonable promise of attracting adequate numbers of students; and which provides a flexible admissions policy and thereby opens new opportunities to residents of the Kootenays and other parts of British Columbia;

3.2 In the light of Recommendation 3.1, the Governing Council examine all existing programs of Notre Dame University of Nelson with a view to continuing, discontinuing, modifying or relocating them within the Institute, while, of course, protecting the interests of students already enrolled whose academic objectives may be adversely affected;

3.3 The Governing Council provide a library facility and improved library holdings that will support the College's teaching program, that will co-ordinate with the overall library and information needs of the Institute and that will, so far as possible, serve the needs of the wider community;

3.4 The Governing Council improve the physical plant, including the residences;

3.5 The Governing Council make provision for such capital outlays as will be required in view of actions taken on Recommendations 3.1, 3.2, 3.3 and 3.4

3.6 The Governing Council, in reviewing the staffing requirements for the College at Nelson, deal fairly with the existing faculty and staff of Notre Dame University of Nelson: where possible and appropriate, offering appointments to Institute staff; if necessary in the light of new or changed programs, offering opportunities for retraining; where useful, facilitating the deployment of persons to other Colleges of the Institute ; and where reemployment is not practicable, providing reasonable notice, or in lieu of notice, appropriate severance allowances;

3.7 Instructional approaches, so far as is consistent with educational quality, be so devised as to minimize the need for citizens to travel long distances to receive instruction.

3.8 Appropriate legislation be enacted to provide for the acquisition by the Institute of all the assets held by Notre Dame University of Nelson and the assumption by the Institute of the University's liabilities.

4. We recommend that Selkirk College become a College within the Kootenay Institute for Post Secondary Studies.

We specifically recommend that:

4.1 The Governing Council continue to strengthen the emphasis upon vocational education within this College;

4.2 The Governing Council continue to strengthen the emphasis upon career/technological education within this College, and particularly, that the council encourage the development of new programs needed in the immediate region and the wider community;

4.3 The Governing Council review the academic transfer program of this College with a view to achieving operating economies while, at the same time, meeting the academic requirements of transferring students;

4.4 The Governing Council encourage this College to utilize and develop learning systems and approaches that will make it possible for the citizens of the West Kootenay Region to gain access to learning opportunities within their local communities;

4.5 The Governing Council consider making provision for the housing of those students who are beyond commuting distance and whose learning needs cannot be met by the consequences of Recommendation 4.4;

4.6 The Governing Council, in reviewing the staffing requirements of the College with headquarters at Castlegar, deal fairly with the existing faculty and staff at Selkirk College: where possible and appropriate, offering appointments to the Institute staff; if necessary in the light of new or changed programs, offering opportunities for retraining; where useful, facilitating the deployment of persons to other Colleges of the Institute; and where reemployment is not practicable, providing reasonable notice, or in lieu of notice, appropriate severance allowances;

4.7 Appropriate legislation be enacted to provide for the acquisition by the Institute of all the assets of Selkirk College and the assumption by the Institute of the College's liabilities.

5. We recommend that the Government of the Province of British Columbia assume responsibility for ensuring the full operating and capital costs of the Institute, apart from student and other fees that may be levied by the Institute. Specifically, we recommend that the Government:

5.1 Make special provision for the emergent or starting-up costs of the Institute, including the provision of a headquarters facility which may be situated on neutral ground in or adjacent to the City of Nelson;

5.2 In making longer term financial arrangements to fund the programs and approaches, make allowance for the fiscal implications of population distribution, mountainous terrain and climate of the region;

5.3 Make suitable provision for scheduling the transfer of existing institutions to the Institute;

5.4 Enable the Governing Council to enter into joint venture relationships with regional districts, municipalities, Boards of School Trustees and other community groups to the end that public facilities and services be used to the benefit of all;

5.5 Enable the Governing Council to enter into collaborative relationships with other institutions and agencies for the purpose of augmenting educational services in the Kootenays.

6. We recommend that the Government of British Columbia in establishing the legal and other enablements that will bring the Kootenay Institute for Post Secondary Studies

into being, make suitable provision for the interim and transitional period between the passage of legislation and the constitution of the first fully constituted Governing Council of the Institute. Specifically we recommend that the Government of British Columbia.

6.1 Appoint the public members of the Governing Council and grant to this Council all powers of the Governing Council;

6.2 Appoint the first Chairman of the Governing Council who shall be one of the public members referred to in 6.1, whose appointment as chairman shall be full time for a two year period at a salary set by Order in Council, and who shall serve as The Council's Chief Executive only until a Chief Executive Officer is chosen and, in any case, no longer than two years;

6.3 Provide the Council with sufficient funds to undertake its duties;

6.4 Authorize and require the Council to seek and obtain the services of a Chief Executive Officer for the Institute;

6.5 Require the public members of the Governing Council, who enjoy the full powers of the Council, to add to their membership those members drawn from the Colleges of the Institute, at the earliest date possible consistent with legal enablements.

7. In view of matters that have been drawn to our attention, we recommend that the Government of the Province of British Columbia undertake a review of vocational training and particularly apprenticeship training within the Province to achieve a better emphasis on the educational as well as the occupational needs of people.

8. We recommend that all forms of post secondary education in the Kootenay region - vocational, technical and academic - be brought within the responsibility of the Department of Education through the Kootenay Institute for Post Secondary Studies so that an integrated approach can be taken to such problems as the provision of opportunity, the control of admissions and the delivery of programs.

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CHAPTER I.

AN OVERVIEW OF THE EAST AND WEST KOOTENAYS

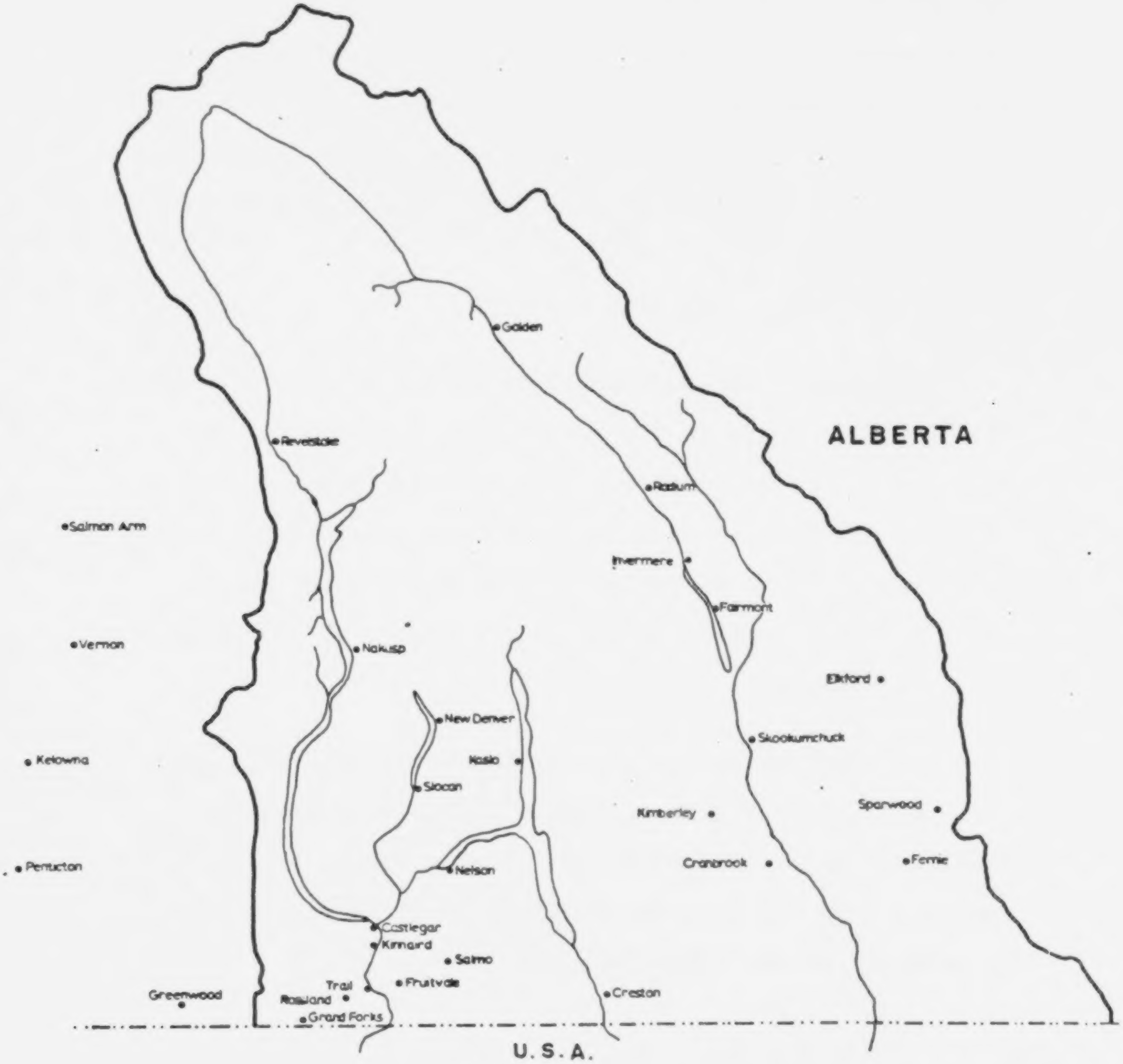
The perimeter of the whole Kootenay region has been described by J. W. Christian (Christian, 1967) as resembling the outline of Vancouver Island in both shape and size. It is bounded on the east by the Continental Divide, on the west by the Monashee Range, on the north by the "Big Bend" of the Columbia River and on the south, if one includes its extension into Montana and Idaho, by the arch of the Kootenay River.

I. THE EAST KOOTENAY

Geography. The East Kootenay covers an area of almost 16,000 square miles in the south-eastern section of the Province. It lies between the Purcell Mountains on the west and the Rockies or Alberta-British Columbia border, sometimes referred to as the Continental Divide, on the east. The southern extremity of the region is the forty-ninth parallel.

The chief rivers of this area are the Columbia and the Kootenay which both originate in the East Kootenay. Flowing in opposite directions for many miles, they each change course and join at Castlegar in the West Kootenay to continue as the Columbia River.

THE KOOTENAY REGION


Golden
ALBERTA
Revelstoke
Radium
Salmon Arm
Invermere
Fairmont
Vernon
Nakusp
Elkford
New Denver
Skookumchuck
Kaslo
Kelowna
Slocan
Kimberley
Sparwood
Penticton
Nelson
Cranbrook
Fernie
Castlegar
Kinnaird
Salmo
Trail
Fruitvale
Greenwood
Rossland
Creston
Grand Forks
U.S.A.

The topography of the East Kootenay consists of two mountain ranges, the Rockies on the east and the Purcell Range on the west, forming a valley which is known as the Rocky Mountain Trench. This valley floor varies in width from two to well over ten miles with an altitude of between 2,000 and 3,000 feet. The west side of the Trench features irregular, comparatively low foothills which gradually gain height until they merge with the steep, rugged backbone of the Purcell Mountains. In contrast the Rocky Mountains rise on the east side in an abrupt, continuous wall broken only by occasional tributary valleys.

Population. During the decade from 1961 to 1971, the population of the East Kootenay increased at a rate greater than the Provincial average which was in the neighbourhood of 36%. The exact figure for the East Kootenay is not readily available. The 1972 annual review prepared by the Pacific Region of Manpower and Immigration (Vol. 6) describes the East Kootenay growth rate for 1972 as "about" 7.5 per cent.

There is evidence to show that the Cranbrook area has exceeded and for some time will continue to exceed the general region's growth rate. Because of its strategic location, expansion in any portion of the region is likely to have significant effects on Cranbrook's growth pattern.

Population increase between 1961 and 1971 took place in these municipalities:

Cranbrook	111%	
Golden	65%	
Sparwood	55%	(1966-1971 - no 1961 figures)
Fernie	53%	
Invermere	43%	

These percentages are open to some question due to boundary alterations which took place during the period. There was some decrease in population in Kimberley (-4%).

Industry and Commerce. There has been notable growth in industrial and commercial establishments throughout the area. The forestry and mining industries have been and continue to be the economic mainstay of the region. In recent years there has been a great expansion in the forest products industry. This has been accompanied by a phenomenal increase in the extreme south-eastern corner of the Province in the production of coal for the export market.

The economic potential of tourism especially in the vicinity of Columbia Lake is of growing importance. Tourist facilities at Radium and Fairmont compare favourably with any in western Canada.

II. THE WEST KOOTENAY

Geography. The West Kootenay covers an area of about 14,000 square miles. It abuts the East Kootenay on the east, and lies mostly between the Monashee and Purcell Mountain Ranges. The Purcells which terminate at their southerly extremity upon the east shore of Kootenay Lake form the chief demarcation line between the East and West Kootenays. The Selkirk Mountains divide the West Kootenay into two parts, separating the Kootenay Lake drainage area from the valley of the Arrow Lakes. The Monashee Mountains rise on the west side of the Arrow Lakes and form a major portion of the western boundary separating this region from the Okanagan.

The valley lying between the Monashee and Selkirk mountains, often called the Selkirk Trench, is occupied by the Columbia River which flows into the Upper Arrow Lake, through to the Lower Arrow Lake, and when it reaches the town of Castlegar is joined by the Kootenay. The valley between the Selkirk and Purcell Mountains may be designated as the Purcell Trench and contains the Slocan, Lardeau, Duncan and Kootenay rivers as well as Kootenay Lake. Both trenches are similar in appearance, averaging two to four miles in width and are flanked by steep mountains rising 4,000 to 8,000 feet above the valley floors. Six large lakes, Kootenay, Upper Arrow, Lower Arrow, Slocan, Trout and Duncan Lakes cover extensive areas. The narrow valleys, rivers, lakes and steep mountains are particularly scenic. They contrast with the broad vistas of the plains of the East Kootenays which stretch against the backdrop of the majestic Rockies.

The Columbia Mountain System has been and remains the richest source of metallic minerals in the province. The principal ores are silver, lead and zinc but copper, gold and tungsten are also mined.

Included in the West Kootenay for the purpose of this enquiry is the area surrounding the community of Grand Forks often referred to as being in the Kootenay-Boundary country. Forestry, mining and agriculture are its principal industries. The Grand Forks School District was one of the original school districts which sponsored the Selkirk Community College and have continued to provide it with a tax supported base.

The climate of the West Kootenay is milder and has more precipitation than that of the East Kootenay. The Creston area which consists mainly of the flood plain of the Kootenay River is cooler and drier than the other West Kootenay valleys.

Population. During the decade from 1961 to 1971, the population of the West Kootenay increased at a rate below the Provincial average.

Growth occurred in these municipalities at the tabled rates:

Castlegar	36%	Revelstoke	30%
Kinnaird	34%	Creston	29%
Fruitvale	33%	Kaslo	16%
Montrose	32%	Slocan	16%
Nelson	30%	New Denver	14%

Again, due to boundary changes during the period these percentages are open to some question.

There was some reduction in the population of the cities of Trail (-9%) and Rossland (-8%) and of small towns such as Nakusp (-5%). It is clear that with the exception of Castlegar, the growth rate in the West Kootenay has been below Provincial average.

Industry and Commerce. Growth has been evident in areas where forest industries are mainstays of the economy. Since this industry to a great extent is under sustained yield management, it is unlikely that there will be drastic increases in production except through additional manufacturing plants and more intense utilization. The prospect of major industrial development in the West Kootenay appears somewhat remote. In any event, residents of the area appear to display at least as much concern for the protection of their environment as for promotion of growth based upon resource extracting industries. The attraction of the area's uncontaminated lakes and mountains is likely to result in a steady increase in tourism.

The city of Nelson as the chief administrative and commercial centre may be expected to reflect any change within the region. Many residents of the city see the development of its educational institutions as the soundest base for its future expansion.

III. "CROSS-BOUNDARY" TIES

Golden and Revelstoke are somewhat separated geographically from the balance of their respective regions. Revelstoke, in particular, is often considered as part of the Columbia-Shuswap country along with Field, Sicamous and Salmon Arm. Economic development in that area is east-west along the Trans-Canada Highway and the mainline of the Canadian Pacific Railway, rather than following the north-south directions of the Kootenay boundaries. Golden has rail connections as well as more direct road ties with the southern part of its region than does Revelstoke.

The municipalities of Grand Forks, Rossland, Trail, Kinnaird, Castlegar, Nelson, Salmo, Creston, Cranbrook, Fernie and Sparwood are linked by a modern highway, the Southern Transprovincial Number 3, which crosses two passes of over 5,000 feet in elevation. For the better part of eighty years, these communities have been connected by rail, though passenger service has been discontinued. These lines of communication, over 300 miles in length, run at right angles to the north-south direction of the region's mountain ranges, valleys and rivers. It, therefore, is not surprising that the local communities should have disparate interests and loyalties.

The cities of Nelson and Cranbrook which became distribution and administrative centres soon after the turn of the century have continued to maintain their positions of separate leadership.

It should be pointed out that efficient transportation links between the West and East Kootenay are of comparatively recent origin. They have not succeeded in dispelling the sense of isolation which prevails in the East Kootenay. Residents of that area share a feeling of having been neglected by the rest of the province and its government. Their clocks are set not by Pacific but by Mountain time. This time differential tends to disrupt day to day communication with the remainder of British Columbia. The region's major distribution and commercial centres are not on the lower mainland but in Alberta to which it is much closer. The sense of neglect was emphasized during this Commission's hearings by complaints that despite numerous representations made in the past to governmental authorities, there is still not a single post secondary educational institution in that area. The evidence which has been submitted shows that a large proportion of East Kootènay students attend vocational, technical and academic institutions in Alberta.

CHAPTER II

THE EXTENT AND NATURE OF POST SECONDARY NEEDS IN THE KOOTENAYS

I. THE EXTENT OF NEED

The 1971 population of the entire Kootenay region was in the order of 120,000 (Picot, 1973, p.52) almost evenly divided between East and West Kootenays. The recent and projected annual growth rates between the two areas differ substantially with the West Kootenay being virtually a zero growth area and the East Kootenay growing and projected to grow at approximately 3½% per year. By 1976, it is estimated that the population of the Kootenays will have increased by approximately 10,000 over 1971 with virtually all the increase occurring in the East Kootenay.

The age group distributions in the two regions are considerably different. For example, in the West Kootenay, between 1961 and 1981, the percentage of citizens 35 years of age and over will increase from 41% to 46%. In the East Kootenay the parallel figures are 38% and 40%.

The rates of urbanization in the two areas show substantial differences. In the West Kootenay, between 1961 and 1971, the growth of cities, towns and villages was 14% and for the East Kootenay the parallel figure was 64%.

The Grade XII enrolments, actual and projected, also show substantial differences. For the period 1966 to 1979 the West shows a somewhat uneven pattern from 954 in 1966

to 1052 in 1979. A peak in enrolment of 1166 will likely occur in 1975. In contrast, the East Kootenay enrolments for the same period show a relatively steady growth from 618 to 1291. East Kootenay enrolments will exceed those of the West Kootenay in 1977.

Estimates of industrial and commercial activity within the two regions are less precise than population information but the concensus would appear to be that the East Kootenay region will experience a continued expansion while in the West Kootenay growth will be minimal.

Taken together the foregoing information suggests that the demand for Educational services in the West Kootenay, at least for the high school levels, will not increase in the foreseeable future. Furthermore, since the proportion of Grade XII students continuing to further study is already very high (34%) (Picot, 1973, p.42) exceeded in the province only by Vancouver and North and West Vancouver, it would appear likely that the existing participation rate in further education is close to maximum.

For the East Kootenay the data suggest a steadily growing need for services at the post secondary level, certainly for the Grade XII graduates. The absolute number of these students is growing and will soon exceed the parallel figure in the West Kootenay. In addition, there would appear to be an unmet need because the continuation rate from Grade XII to further study is 25% compared with the 34% in the West Kootenay.

These factors taken together suggest a continuing need of substantial magnitude.

The 18-24 year age group is, of course, not the only group for which services need be provided. But it is the only adult group for which we have a reasonable basis for predicting enrolment. Furthermore, it is this group that forms and will continue to form the nucleus around which educational services and facilities will be developed.

Other adult age groupings also need and desire educational opportunities. But predictions of participation rates must be based on a large measure of conjecture. Enrolment rates will be affected by such diverse factors as the attractiveness of course offerings, the ease of access to courses (admission criteria, travel time, day or evening schedules, etc.) by social patterns and levels of aspiration, and economic factors such as need for retraining and the like.

Even given all these uncertainties, we think that it is unlikely that a major increase in participation rates for the 25 year and older population will occur in the West Kootenay. The overall population is not increasing markedly.

The existing institutions, particularly Selkirk College, have had active programs directed at this group.

On the other hand, we believe that there is a basis for predicting a considerable increase in participation in the East Kootenay. The overall population is increasing. Only minimal services have been available in the past. Industrial retraining and upgrading needs appear to be greater. In short, the East Kootenay appears to warrant a substantial public investment in facilities and services for adult learners.

So far in this chapter we have considered the extent of educational needs of Kootenay residents. We have observed that both the East and West Kootenays have substantial numbers of citizens who desire opportunities to learn. In the case of the West Kootenay we have concluded that the number of participants is unlikely to increase substantially and that current levels of service are reasonably adequate. However, in the case of the East Kootenay we have concluded that the numbers of adult participants in post secondary learning is likely to increase sharply and that existing provisions are totally unsatisfactory.

II. THE NATURE OF NEED

The nature of post secondary need, as distinct from its extent, is quite another matter. What kinds of topics and skills do people want to learn? To put the question differently: Will adults of the Kootenays desire vocational training? Vocational upgrading? Academic study? Technological programs? Baccalaureate programs? General interest programs? Cultural activities? The answer to all these questions is probably "yes". But it is not a very helpful answer in framing educational plans. In addition, one must know how many learners there are likely to be in each category. It would be very helpful to know whether they will be full-time or part-time learners. It is very important to know where they are and how far they are prepared to travel. And finally, it soon becomes essential as planning becomes more detailed, to know the precise kind of learning opportunity that will find favour within the broad categories of vocational, academic and so forth.

The nature of post secondary need in the West Kootenay can be described by examining the manner in which citizens distribute themselves across the various existing kinds of learning opportunities. It would appear that the West Kootenay residents who participate are fairly evenly divided among vocational programs, technological programs, first and second year academic transfer programs and general interest programs. Participation in baccalaureate programs is substantially less than in the other four programs.

If one assumes a similarity between residents of the

East and West Kootenays one could predict a similar pattern of involvement in both areas. If, however, one were to take into account the public statements of East Kootenay residents made to this Commission, one would predict a somewhat stronger interest in vocational and technological training than in academic transfer, general interest, and baccalaureate programs in the East Kootenay.

From the foregoing we can draw only the most tentative of conclusions. In the case of the West Kootenay we were not made aware of categories of post secondary learning needs that are not presently being met. Thus it would seem that there is a reasonable match-up between the nature of need and the nature of the service and hence there is no need for the addition of major categories of service.

In the case of the East Kootenay within which needs are presently unmet we conclude that the initial effort should be in vocational and technological programs but that a start, should also be made in academic and general interest programs.

A brief reference will be made here to the question of the location of need. This of course, has relevance for the placement of the new learning facilities we will recommend for the East Kootenay.

Other things being equal, the largest numbers of learners tend to come from the largest population concentrations.

Yet we must observe that no pupulation centre in the East Kootenay is sufficiently large to provide an adequate number of students to justify a comprehensive institution. Thus, we will recommend that only the core of an East Kootenay institution should be located in the largest population concentration and that subsidiary facilities be located in smaller centres.

CHAPTER III.

CURRENT PROVISIONS FOR MEETING POST SECONDARY NEEDS

Citizens of the Kootenay Region are at present able to satisfy their educational requirements in one of two ways: They can attend one or other of the West Kootenay institutions (Notre Dame University and Selkirk College) or they can attend any of a number of colleges, institutes or universities either in British Columbia or elsewhere.

For citizens of the East Kootenay, both of these choices require moving away from home and finding room and board adjacent to the institution they choose. The same action is required of many of the students in the West Kootenay.

It follows that, given the geographic extent of the Kootenays and the dispersal of population throughout the region, access to learning opportunity is effectively denied to those whose personal circumstances and finances make it impossible for them to move to within commuting distance of either Nelson or Castlegar, in the Kootenays, or to other centres farther afield.

To put this another way, the participation rate of a population in post secondary learning activities will be related to proximity to a learning facility. This is in fact borne out by the respective proportions of East and West Kootenay grade twelve graduates who continue to further education.

In 1972 the rate for the East Kootenay was 25% and for the West Kootenay 34%.

Obviously a campus cannot be placed on every citizen's doorstep. But procedures are available for improving access to learning without necessarily proliferating complete campuses. Later in this Report we will make some suggestions on this matter. For now we will enumerate the kinds of services and institutions that are already available.

I. PROGRAMS

Vocational Training and upgrading Programs. There is an unquestioned need throughout the Kootenays for this type of training. The Nelson campus of Selkirk College is meeting the West Kootenay need to some extent and the East Kootenay and provincial need to a lesser extent. Vocational schools in Burnaby and elsewhere are also sources of training and industry make some provisions for training on an in-house basis.

The B.C. Mining School, operated by the Special Projects Branch of the British Columbia Department of Education, provides specialized training and retraining programs for persons in the mining industry.

It is our opinion that greater provision for vocational training should be made in the region. Far too many students are either denied admission or are required to take training away from their home areas.

The following actions would greatly improve the present opportunities for vocational training:

- The creation of vocational training facilities in the vicinity of Cranbrook together with a subsidiary unit in the vicinity of Fernie.

- The expansion and/or better utilization of the Nelson Campus of Selkirk College.

- Greater independence of the training facilities and programs from the Federal Department of Manpower and improved coordination with the Provincial Department of Labour.

Technological Training and Career Programs. Again, there is an unquestioned need for this type of learning opportunity in the Kootenays. The current Selkirk College calendar shows five such programs. No training opportunities are available in the East Kootenay. Many students from the Kootenays enroll at institutions outside the Kootenays notably The British Columbia Institute of Technology and The Southern Alberta Institute of Technology.

It is our opinion that greater provision for technological training should be made in the region. The very high job placement/graduate ratios of Selkirk College suggest that the institution may not have been or allowed to be sufficiently venturesome in either its service to the region or to the Province. It is recognized, of course, that the relatively small and dispersed population of the region cannot of itself support a very broad range of technologies, but in our opinion, it is highly desirable that educational opportunities be distributed throughout the various regions of the Province.

Improvements could be made along the following lines:

- The creation of technological training facilities in Cranbrook and other centres of East Kootenay.
- A modest increase in the numbers of programs and perhaps an increase in size of existing programs at Castlegar.
- Improved collaboration and coordination of effort with the major Institutes at Burnaby and Calgary.

Academic Transfer Programs. There is no question of the need for first and second year courses. These are now being offered in the West Kootenay as transfer courses by Selkirk College and by Notre Dame University within its program. The large majority of Selkirk College students are in-region students. The majority of Notre Dame Students are not. There is effectively no adequate provision within the Kootenays for East Kootenay students. Very few of them attend the West Kootenay institutions. Some enrol at Alberta institutions but most students seeking university study go directly to the coastal universities.

It is our opinion that there is already adequate provision for academic transfer work in the West Kootenay. In fact, there appears to be some duplication of effort between Notre Dame and Selkirk. Services are definitely needed in the East Kootenay.

The following improvement could be made:

- The creation of academic transfer opportunities emanating from the Cranbrook area.
- A coordination of effort between Notre Dame University and Selkirk College.

Community Services. It is the responsibility of every post secondary institution to contribute to the social and cultural life of its community. In this regard, Notre Dame University and Selkirk College are performing a commendable service to their immediate communities. The East Kootenay region has virtually no such assistance.

All school districts in the Kootenays offer adult education programs of varying extent and quality.

It is our opinion that there is considerable room for improving the overall level of service in cultural activities, social contributions and general education throughout the Kootenays. It is recognized that, given the nature and extent of the region there are unique problems and considerable expense involved.

However, the following improvements could be of assistance:

- The creation of a broad purpose institution at or near Cranbrook which would automatically create a resource of human talent and a base of operations for the East Kootenay.
- The coordination of effort between institutions and agencies now operating in the Kootenay Region.
- The solicitation of funding from sources such as The Canada Council and the B.C. Cultural Fund for cultural and developmental activities.

Baccalaureate Programs. Since 1963, Baccalaureate programs in Arts, Education, Science, Fine Arts, Medical Records and Secretarial Science have been provided at Nelson by Notre Dame University. Enrolments in the first two of these programs have been sufficient to provide both educational and economic viability. The latter four programs have had very small enrolments.

Approximately 600 students have received bachelors degrees from Notre Dame University and significant numbers of these have gone on to receive higher degrees at other institutions.

Thus far, the degree programs of Notre Dame University have been available only on its campus. Thus, Kootenay residents who lived beyond commuting distance and who could take up residence at a campus had to decide either to attend Notre Dame, the coastal universities or universities elsewhere. Very substantial numbers chose to leave the Kootenays to undertake university studies.

Residents beyond commuting distance of Nelson who could not leave home have not had baccalaureate opportunities aside from the odd extension or correspondence course offered by the B.C. universities.

We believe that, in the context of recommendations we will offer elsewhere, the following actions would greatly improve the level of opportunity in baccalaureate programs:

- A redefinition and redirection of the programs on the Nelson campus together with the provision of improved services and facilities.

- The development of a core program of baccalaureate studies which is not dependent upon full-time, on-campus attendance and could thus be made available to any persons in the Kootenay region.

Graduate Study. There is at present no provision for graduate programs in the Kootenay Region. Further, we obtained no information which persuaded us that either there were pressing unmet needs or that there were unique resources available to satisfy needs in graduate study. In fact, the region has substantial disadvantages to the offering of graduate programs. Library resources and equipment, including computing facilities are inadequate. And the range of field experiences needed in many fields of study is not available.

Thus, we are convinced that there is no need to make provision for graduate study in the Kootenay Region in the foreseeable future.

II NOTRE DAME UNIVERSITY OF NELSON

History and Status. In March of 1963 the Notre Dame University of Nelson Act received royal assent. This act made the university a "body politic and corporate" (Sec.2) and granted it the right "to confer university degrees and honorary degrees and awards in any branches of learning" (Sec.8c). As originally constituted, Notre Dame University of Nelson was a Roman Catholic institution. The Chancellor of the University was, by statute, the Roman Catholic Bishop of the Diocese of Nelson. The Chancellor was also Chairman of the eleven man Board of Governors and he was given statutory authority to appoint eight of the remaining ten members of the Board.

Subsequent ammendments to the Act in 1965 and 1968 have had the effect of changing the University "from its legal format as a strictly Catholic institution operated by the Diocese of Nelson to goverance by a separate Board of Governors with faculty and student representation." (Kaller, 1973 p.1)

Although President Kaller stated to the Commission of Inquiry that "Notre Dame University is effectively a non-denominational private institution in its operation..." (Kaller, 1972, p.1) it would be more accurate to say that Notre Dame University of Nelson is a private university, receiving substantial government grants (increased from $700.00 to $1,100.00 per student in 1972), still with denominational ties, including its name, the presence of the Bishop of Nelson as Chairman of the Board of Governors (even if by election) and substantial indebtedness to the Roman Catholic Diocese of Nelson. (The university has not received capital grants from the Province).

The University is located on hilly ground toward the northern boundary of the City of Nelson. Playing fields are minimal. The main building (Patenaude Hall) has two sections. The first contains administrative and faculty offices and lecture and tutorial rooms. This section of the building appears to be in reasonable repair. The other section of Patenaude Hall houses the science labs. This wing is in only fair repair and the laboratories it houses can only be described as unsatisfactory both in respect of general amenities and equipment.

The Library building is inadequate by any reasonable test. It is a temporary, light frame building obtained some years ago from a construction site. The library collection consists of about 45,000 volumes plus periodicals, documents and so forth. The collection of more modern media such as tapes and microforms is minimal. It is the opinion of the President that "..that the entire collection should at least double to meet the minimum standard of approximately 100,000 carefully chosen volumes to support a liberal arts undergraduate program "(Kaller, 1973, p.21).

The Education building houses two classrooms and a modest collection of teaching materials. The building is a prefabricated structure.

The Gymnasium Cafeteria Building (Mary Hall) is the best facility on the campus. The upper level contains a full size basketball court, an exercise area, a bookstore and some offices. The lower level contains the student eating area, a small faculty dining room and a good kitchen. The building appears to be in good repair.

A small chapel is located in the centre of the campus. This pleasant building of A-frame construction is, we were told, used by various denominations and provides a quiet place for students and faculty.

The university has three residence structures, all apparently built with Central Mortgage and Housing Corporation assistance. The men's residence appears to be well constructed and has been maintained reasonably well. It houses a small, informal theatre in its basement. The women's residence is of similar construction and state of repair. The third residence contains housekeeping suites. It is a short distance from the main campus and needs considerable repair and upgrading.

The grounds are not elaborately landscaped but are generally attractive. Some land space is available for future building but the terrain is hilly and the provision of playing fields may pose a problem.

Enrolments. Since 1963, baccalaureate programs in Arts, Science, Education, Fine Arts, Medical Records and Secretarial Science have been available at Notre Dame University of Nelson. During the five years 1968-69 to 1972-73, 410 degrees have been awarded. The total enrolment has been low with a high point of 639 in 1970-71 and a low of 450 in 1972-73 (Table 1) the latter under the impact of the decline in registration that has been general throughout the universities and colleges of North America. In an examination of the educational objectives of the Kootenays, it is pertinent to ask to what extent students from the East and West Kootenay areas have been electing

To pursue their university studies to the first degree level at Notre Dame.

A breakdown of the Notre Dame registration as to geographic source of origin reveals that in 1972-73 (see Tables II and III), 93 students from the West Kootenay and 33 from East Kootenay were included in the 450 registrants. In 1970-71, the figures were 158 and 57 respectively. It is obvious that while the total registration was declining 28%, that from the immediate vicinity declined 41%. This can only be regarded as abnormal and was probably a consequence of the uncertain future of the institution.

It is possibly more appropriate to consider mean registration over the five year period than the experience of 1972-73. On this basis, the mean figures are 137 full-time students from the West Kootenay and 43 from East Kootenay, or a combined total of 180 Kootenay students within the total registration.

In addition, there has been an average of 166 students from other areas of British Columbia, 106 from other parts of Canada and 82 from outside Canada, over the five year period.

TABLE I

SUMMARY OF STUDENT ENROLLMENTS AT NOTRE DAME UNIVERSITY
FOR THE FIVE ACADEMIC YEARS 1968-1973
(FULL TIME)

	FIRST YEAR					SECOND YEAR					THIRD YEAR					FOURTH YEAR					SPECIAL					TOTALS				
	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73
B.A.	66	88	90	72	64	54	54	76	58	36	44	47	63	48	36	55	40	51	53	48	-	-	-	-	-	219	229	280	231	184
B. Sc.	28	35	40	40	36	32	14	23	13	19	7	17	12	13	11	12	4	16	11	15	-	-	-	-	-	79	74	91	77	81
B. Ed.	60	41	39	23	26	45	54	26	15	7	31	42	63	30	27	18	20	15	18	11	7	12	31	18	4	161	168	174	104	75
B.F.A.	-	4	9	9	18	-	3	1	5	8	-	2	4	1	4	-	4	8	3	2	-	-	-	-	-	-	13	22	18	32
Med. Rec.	5	6	11	9	3	5	10	7	13	5	3	5	3	9	4	2	5	3	4	10	-	-	-	-	-	15	26	24	35	22
Sec. Arts.	2	2	11	9	17	2	-	2	8	3	1	-	-	1	3	2	2	-	-	1	-	-	-	-	-	7	4	13	18	24
Prof. Instr.	20	42	31	24	28	12	4	4	3	4	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	33	47	35	27	32
Totals	181	218	231	186	192	150	139	139	115	82	87	114	145	102	85	89	79	93	89	87	7	12	31	18	4	514	562	639	510	450

* Source - C. L. Kaller A Report on Notre Dame University of Nelson, Appendices K, L, M, N, O

*TABLE II

ORIGIN OF STUDENTS IN TABLE I BY PREVIOUS INSTITUTION ATTENDED

	FIRST YEAR					SECOND YEAR					THIRD YEAR					FOURTH YEAR					SPECIAL					TOTAL				
	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72 73
B.C.	121	131	131	88	124	85	82	109	97	45	42	64	120	93	50	50	37	86	88	48	3	7	22	9	4	301	[illegible]	[illegible]	375	271
Other Canadian	36	32	52	36	35	43	38	23	16	17	28	28	21	6	22	27	26	3	-	26	4	1	7	4	-	138	125	106	62	100
Non-Canadian	24	55	48	62	33	22	19	7	2	20	17	22	4	3	13	12	16	4	1	13	-	4	2	5	-	75	116	65	73	79
Total	181	218	231	186	192	150	139	139	115	82	87	114	145	102	85	89	79	93	89	87	7	12	131	18	4	514	562	639	510	450

*Source: C. L. Kaller, A Report on Notre Dame Univeity of Nelson,
Appendices K, L, M, N, O.

*TABLE III

AREA DISTRIBUTION OF B. C. STUDENTS

	FIRST YEAR					SECOND YEAR					THIRD YEAR					FOURTH YEAR					SPECIAL					TOTAL				
	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	68-69	69-70	70-71	71-72	72-73	69-69	69-70	70-71	71-72	72 73
West Kootenay	49	46	51	42	29	41	36	30	33	18	26	36	38	35	24	21	22	29	27	20	1	7	10	13	2	(error) 139	147	158	150	93
East Kootenay	20	21	21	8	20	15	14	15	3	7	5	13	13	2	3	10	7	6	2	3	0	0	2	1	0	50	55	57	18	33
Other B.C.	52	64	59	38	75	29	32	64	61	20	11	15	69	56	23	19	8	51	59	25	2	0	10	** 7	2	113	113	253	207	145
Total	121	131	131	88	124	85	82	109	97	45	42	64	120	93	[illegible]	50	37	86	88	48	3	7	22	9	4	301	321	469	375	271

*Source: C. L. Kallier A Report on Notre Dame University of Nelson,
Appendices P, Q, R, S, T.

** Discrepancy

During the last five years, the average number of Kootenay students in the 3rd and 4th years combined has been 70. If one regards the primary purpose of baccalaureate programs in the Kootenay region as service to that region only, this group of 70 students are the focal point of decision because there are readily accessible opportunities at Selkirk College for most of the 100 or so first and second year Kootenay students embarked upon baccalaureate programs. It is difficult to justify the capital investment and operating costs of a four year degree granting program in the Kootenays for this small number of students. Indeed, a recommendation to discontinue the program might seem a logical outcome if other factors did not need to be considered.

Programs. Turning from an examination of the geographic origins of its students to an examination of its program, it is clear that the academic purposes and programs of Notre Dame at the undergraduate level are not greatly different in scope from those of the two newer public universities, Victoria and Simon Fraser. Not that there is necessarily anything wrong with this. However, when one considers that the university offers six different degree programs (twelve separate major programs in the B.A. and B.Sc.); library and equipment for many areas are inadequate; and that this diverse program was offered in 1972-3 to only approximately 450 students by about 39 faculty and staff - there is legitimate reason to believe that the institution is trying to do too much with limited resources and a small student enrolment.

Without in any way downgrading the zeal, dedication and ability of the faculty, it is most unlikely that the small number of professors can retain contact with the advance of knowledge in such an array of academic disciplines and professions, particularly with scant library, equipment and facility resources. This would have been the reason, at least in part, why Notre Dame University has been unable to qualify for membership within the Association of Universities and Colleges of Canada.

In addition, of course, the relative breadth of program coupled with the relative smallness of student population inevitably leads to operating inefficiencies. Although the University prides itself on its small class size, one can only wonder how often small classes have been a matter of design and how often they were simply a matter of too many courses and too few students. To illustrate: in 1971-1, 167 courses were scheduled. The enrolment in 46% of these was nine or fewer students.

The following more detailed observations are derived from the data included in Table I.

1. In each of the third and fourth year of the B.Sc. degree program the number enrolled ranges between seven and seventeen spread over Biological Sciences, Chemistry, Physics and, to some extent, Mathematics.

2. As is to be expected, Professional Transfer students move to programs at other institutions or within the same institution. 80% transfer at the end of the first year.

3. The Secretarial Arts degree program in each of its third and fourth years has enrolled between 0 and 3 students.

4. The Medical Records degree program has had a fairly even enrolment across its four years. The fourth or graduating year enrolment has ranged between 2 and 10 students.

5. The Bachelor of Fine Arts degree program is a very low enrolment program. Two students were enrolled in its final year in 1972-3.

6. The Bachelor of Education degree program is the second most heavily enrolled program and shows reasonable holding power across its four years. The fourth year enrolment over the past five years has ranged from 11 to 20 with 11 being the figure for 1972-3. This program which trains elementary school teachers was examined by the Joint Board of Teacher Education at our request and was judged to be "commendable".

7. The Bachelor of Arts Degree program is by far the largest of the six degree programs. It is in the order of three times larger than the next most pupular program (the B.Ed.) and, over the past five years the graduating class has ranged in size between 50 and 55 students (48 in 1972-3).

In summary then, it is clear that Notre Dame University continues to serve the needs of numbers of students. It is more attractive to West Kootenay residents than to those from the East Kootenay. Approximately two-thirds of its students come from outside the Kootenays. Its relatively broad program has been offered to a small student population under fiscal and other conditions verging on privation. Given the quality of some of its programs and the considerable achievements of certain of its graduates it is impossible but to express admiration for the obvious dedication and commitment of all concerned.

However, it is our conviction - shared, we might add, by students, faculty, administration and Board of Governors - that the existing situation cannot continue unchanged.

Accordingly, in the next chapter we will propose a means whereby the pioneering efforts of Notre Dame University in bringing baccalaureate studies to the interior of British Columbia will be both preserved and strengthened. Furthermore, we will propose a strategy which we believe will make baccalaureate studies emanating from Nelson a more potent force in the Kootenay region and beyond.

III. SELKIRK COLLEGE

History and Status. Selkirk College was brought into being at the initiative of five school districts in the West Kootenay. The original agreement among the school boards was signed in 1964. A capital referendum was approved early in 1965, and the first students were enrolled in September, 1966. "Selkirk College had and maintains the distinction of being the only fully accredited comprehensive community college in British Columbia promoted, funded and built by democratic procedures." (Selkirk College: A brief... 1973, PI-1).

In 1972 Selkirk College assumed the operation of the Provincial Vocational School in Nelson and the Kootenay School of Art, also in Nelson. Thus, Selkirk College now has two campuses, one at Castlegar and one at Nelson.

The Castlegar Campus is located on a level bench of land overlooking the confluence of the Kootenay and Columbia Rivers. The building is of concrete and brick construction. It is well designed, bright and attractive and, aside from a roofing problem, appears to be in an excellent state of repair. The administrative, general purpose and teaching areas are appropriately furnished and well equipped. The library holdings are considered to be adequate by the Academic Board of The Province of British Columbia. A good start has been made in developing collections of the newer media. These are accessible to students throughout the study areas.

The grounds are simply but attractively landscaped and land space is available for considerable future expansion.

Planning for suitable recreation space is well advanced and the provision of some residence facilities is under active consideration. Present provision for parking is minimal.

The Nelson Campus (formerly The Vocational School and the Kootenay School of Art) was constructed in 1963 and is located on a reasonably level 35 acre site. The facilities were designed and built by the Department of Public Works and are characteristic of the structures developed by that body. That is, they are solidly constructed of good quality, easily maintained materials but are somewhat spartan and stolid.

There are three structures on the campus. The main building has three levels and contains the administrative area, general purpose classrooms, and the more specialized areas such as art studios, business training laboratories, practical nursing areas, none of which requires heavy equipment. The other two buildings are large, high-ceilinged industrial structures and contain the equipment and work space needed for certain trades training.

The grounds are attractively landscaped and sufficient land space is available for future expansion.

In general, the Nelson Campus is well maintained and well equipped. However, student lounge and recreation space is very limited.

We were told that a modest extension has been planned for the main building on The Nelson Campus. This will provide more adequate facilities for the Kootenay School of Art as well as correcting the present lack of student amenities.

The purposes of Selkirk College as agreed to in 1964 were "To offer a two-year academic course permitting transfer to other schools of learning on completion; and two-year terminating courses of a general and technical vocational nature...(and to) from time-to-time offer such special programs as the Regional College Council shall deem advisable to meet community needs for the training and cultural betterment of the citizens of the said school districts." (Selkirk College: A Brief..., 1973, PI-1)

The present purpose and program of the College are very much in accord with the original statement. All of the broad statements of intent have been actualized, to a greater or lesser extent, within the presently operating programs. Thus, Selkirk's program of studies as derived from its stated purpose consists of the following; academic transfer courses, technological programs, vocational programs and a variety of community service activities including special events, credit courses and non-credit courses.

Enrolment. Determining the number of students being served by a post-secondary institution is not as simple a task as it once was. It used to be that all students attended full time for about eight months each year. The present trend is that increasing numbers of students attend part-time, taking various fractions of a full-time study load. They may attend for four months or eight months or they may take special short courses ranging in length from one meeting to several week's duration. And naturally, students are enrolled in a great variety of programs.

There are at least four methods of reporting student numbers: by counting full-time students only (a full-time student takes a full program for eight months); by reporting numbers as full-time equivalent students (the total FTE is the sum of full-time plus part-time with the partial programs being added together to represent full-time loads); by reporting full-time students and part-time students separately, ignoring the varing sizes of partial work loads among the part-timers; and finally, by reporting the number of persons served irrespective of the size of the study load carried by each. All four approaches can be useful for different purposes. But it is meaningless to be told that a college has an enrolment of say 2,000 students. This could mean that there are 2,000 full-time students, or it could mean that there are 1,000 full-time and 1,000 part-time students, or it could mean that there are 10,000 students each taking one-fifth of a load, or it could mean that there are 2,000 students each taking half a study load.

In addition, the time of year when the report is filed, makes a substantial difference. More students enrol than are present when enrolments stabilize a month later, and fewer students complete than start a course.

This small digression has been necessary because the highly flexible Selkirk College program, with varying patterns, times and loads makes the problem of enrolment accounting and interpretation very difficult and confusing.

The data and observations which now follow were provided to us within the brief prepared by Selkirk College. They cover the period 1968-73 and incorporate figures for both the Nelson and Castlegar campuses:

1. In 1972-3 Selkirk College enrolled 1,112 full-time students. Its highest enrolment occurred in 1970-71 (1,434). The most recent figures show that there are approximately 100 more full time students than there were six years ago.

2. Enrolments of full-time students are distributed between Nelson and Castlegar in the approximate ratio of 3 to 2. This ratio has remained reasonably constant.

3. Enrolments of full-time academic transfer students have declined from a high of 411 in 1970-71 to

a six year low of 236 in 1972-3. Mean enrolment of the past 5 years was 330.

4. Full-time enrolments in the technologies have risen steadily over the past six years from 115 to 210. Mean enrolment over the past 5 years was 162.

5. Full-time vocational enrolment was 573 in 1972-3. Highest enrolment figures (742) occurred in 1970-71. Mean enrolment over the past 5 years was 598.

6. Kootenay School of Art full time enrolments have been relatively stable. The 1972-3 figure was 93 students. The six year high was 119.

7. The number of part-time students at Castlegar has risen sharply over the past three years from a low of 21 to the present 126.

8. The number of non-credit student enrolments at Castlegar shows a fourfold increase over five years from 196 to 833.

The preceding data can be summarized with three general statements:

1. Enrolments in career programs are growing. Those

academic programs are declining. Those in vocational programs have declined somewhat. Those in Art are steady.

2. Full time enrolments are declining; part-time are rising.

3. Non credit enrolments have risen substantially.

Student enrolments at Selkirk College are drawn preponderantly from the West Kootenay. This is due in part to the typical and, to some extent, understandable policy of local preference. Unlike the universities, the colleges must raise a portion of operating and capital funds locally. Thus, many colleges charge extra out-of-region fees and give first preference in certain programs, to in-region students. The dual fee structure has been abandoned recently at Selkirk College but there are not yet noticeable effects on enrolment distributions.

A second factor which affects the geographic distribution of enrolments is the well-documented "watershed" effect. The probability of a student attending an institution is related to the distance of his home from that institution. Students living close by a college are much more likely to attend than those living at a distance. Figures produced by the Selkirk administration show that this effect is present in the College's enrolment pattern.

A combination of in-region preference and travel distance result in the fact that only five percent of Selkirk College students come from the East Kootenay.

Enrolment patterns at the Nelson Campus are not and have not been affected by fee differentials. However, there are other arrangements under which students enrol at the Nelson Campus that are different in a number of significant ways from those in effect at Castlegar. Vocational students and, to a lesser extent, Art students are chosen and financially supported by Canada Manpower and the Provincial Department of Labour. Theoretically at least, Canada Manpower can send a student to any institution in the Province it selects. This could result in proportions of in-region/out-of-region enrolments quite different from the Castlegar campus. Despite this possibility we understand that, in fact, the relative proportions of in-region and out-of-region students on the two campuses are not greatly different.

The composition of enrolment at the Kootenay School of Art, however, differs substantially from all other programs offered by Selkirk College. In 1972-3 only 32% of the students came from the Kootenays.

Programs. The Vocational program at Nelson is, apparently, providing good service. In fact, we heard no adverse comment about the quality of the program.

However, there are two matters that require attention. First, even though Selkirk College assumed operation of the Nelson Vocational School in 1972, the process of melding the two units is by no means complete. To illustrate: there are separate faculty associations at Nelson and Castlegar; and the admissions procedures and certification arrangements of the Vocational School and the Kootenay School of Art are not parallel to those of the Castlegar Campus. We suggest that efforts be made to accelerate the melding process and the coordination of organizational matters.

Second, we were told that the facilities at Nelson are underutilized. Apparently, Selkirk College has no effective control over admissions to vocational programs. Canada Manpower and the B.C. Department of Labor decide how many student spaces they will fund, then they buy the spaces and select the students. If Selkirk College wishes to admit additional students there seems to be no ready source of funds for underwriting the additional costs incurred. If the information we received is correct the situation is in need of correction. We will make a recommendation later in this report dealing with the larger problems of vocational training but for now we suggest the urgent need for less rigid and more generous arrangements for admissions and funding.

The technological programs on the Castlegar Campus are of good quality and their graduates are finding employment. Furthermore, enrolments in these five programs have grown steadily over the years. We believe that it would be possible to identify new programs that would be of interest and benefit and, to expand the size of certain existing programs.

We understand that efforts to expand opportunities have been made but that the Department of Education has not responded with the necessary authorization.
We suggest that these efforts be renewed and that the Department of Education adopt a less cautious attitude.

The academic transfer program of Selkirk College is generally regarded as being of good quality. The Academic Board has expressed satisfaction with its quality. The universities accept Selkirk's courses for transfer credit almost without exception. Empirical studies of success rates of students who transfer to universities from the Colleges place Selkirk College in a very favourable light. All of this is to be commended.

However, enrolments in transfer programs are relatively small (236 full time students in 1972-3) and have declined sharply over the past two years. Furthermore, the continuation rate from the first to the second year of the program is only in the order of 30% and this past year the second year enrolment was only 19% of the previous year's first year enrolment or a total of 46 full time students.

The problem of retention to the second year of the academic program is common to all the colleges. It is particularly acute at Selkirk because the absolute numbers are smaller than in most other colleges.

One reason for the difficulty is that both institutions-Selkirk and Notre Dame - only twenty-five miles apart are offering first and second year academic programs. The possibility for unnecessary duplication in such a situation is obvious and provides an excellent illustration of the need for coordination of post secondary services in the region.

But there is another problem. It seems to us that Selkirk College has gone beyond the provision of courses required for university transfer and has developed a number of electives that can be used but are not mandatory for transfer. To illustrate, the college calendar shows 12 first and second year courses in Biology, 10 in Chemistry and 12 in English. Probably no more than four or five courses are essential in each discipline within the transfer program. This matter should also be reviewed.

Participation rates in Selkirk College's Community Service programs have increased very sharply over the past five years. There were 833 separate course enrolments in 1972-3. This would seem to indicate that a good effort is being made and that it is being well received.

Unfortunately, the value of this type of activity as it is offered throughout the province may be in some jeopardy because of the present state of administrative confusion emanating, at least in part, from Victoria.

In the first place terminology is unclear and definitions vary. Community services, continuing education, adult education, night school, extension programs are all terms used almost interchangeably.

Furthermore, a variety of agencies engage in this work and receive funding under a variety of bases. Universities, colleges, institutes, vocational schools and school districts all offer "community service programs", variously titled, variously supported internally,and variously assisted from external sources.

To illustrate, a student enrolled in a credit course offered by a university extension division will count as part of the student total upon which the university will claim government support. On the other hand, students enrolled in a non credit course offered by a university extension division will not be counted in the credit total. The anomalies in this administrative area are legion.

The practice at Selkirk College, and in some other colleges, is to assign a "credit" value to all community service activities whether they carry formal credit or not. The full time equivalent student numbers generated in this way are added to those obtained from the more typical credit courses and form the basis for receiving government grants. We would emphasize that this practice is within the rules, is being used in some other B.C. institutions and may prove to be the normal practice in the future.

Unfortunately, given the uneven nature of the workload occasioned by community service activities, there are hazards in the practice and these may prove to be particularly acute for Selkirk College and for other small colleges. If a basis similar to the one described becomes the norm and if Selkirk has hired full time faculty specifically to teach community service programs, awkward personnel problems, including the underutilization of faculty, will result. Furthermore, the practice of converting all activities into General Studies Diploma credits could lead to questionable practices and a potential debasing of the value of a general studies diploma. We would stress that we are merely pointing out a developing problem that should be watched very carefully.

We would suggest that the Department of Education look into this whole matter of nomenclature, consistency and funding before the developing chaos materializes.

One further matter must be mentioned. Selkirk has a commendable record of development and service to its community. In fact, we would not argue with the claims we have heard that Selkirk College is one of the best community colleges in British Columbia.

Selkirk College has excellent facilities and has enjoyed a level of financial support higher than many colleges in the province. Its main problem seems to be that it has had too small a student population to warrant the breadth in some of its programs.

IV. THE BRITISH COLUMBIA MINING SCHOOL

The British Columbia Mining School was established as a special project of the Department of Education in June, 1971. It is, perhaps, the Kootenays' least well known post-secondary school. Based at Rossland, the School trains miners for both open pit and underground operations. The curriculum for the four month course in open pit mining consists of training in twelve work skills involving 35 ton off-highway trucks, tractors, shovels, loaders, graders, compressors, drilling, explosives, mine rescue, first aid, servicing and elementary geology. In addition the School provides training in work leadership and safety. Two classes of twenty students each are taught by four instructors. The School operates at the Kootenay-Columbia Mine site made available by Cominco Ltd. Much of the expensive heavy equipment used by the students is contributed by the mining industry. There are two trailer classrooms at the site which are used for instruction in theory. Students must qualify for work certificates from the Workmen's Compensation Board before entering employment. Training programs are flexible and designed to qualify students for a range of employment opportunities in open pit mining. The majority are hired as operators, servicemen or mechanics.

The School's three month course in underground mining was commenced in October, 1973. The curriculum includes instruction in drilling, blasting, mucking, ground support, mine services, explosives, mine rescue and first aid. Two classes of twelve students will be trained to find employment in a variety of underground occupations. The mining industry anticipates that provincial regulations will shortly require underground personnel to obtain certificates in mine rescue, first aid and occupational skills as pre-requisites to employment. In such event there will be a heavy demand for training programs such as are offered by this School.

Of the School's two hundred graduates in open pit mining all have been received into employment. Seventy percent are employed in mining, some as far away as Baffin Island, the remainder are in similar work. The School's students are drawn from all over British Columbia. They have to meet specific health and other physical requirements; a Grade 10 education or equivalent experience is a pre-requisite. One-quarter of the students are made up of young men who make their own applications for enrolment, support themselves while taking their courses and pay modest tuition fees of $15 per month. The rest are placed and supported during their training by Canada Manpower.

Instruction is carried on under conditions closely parelleling actual employment. The School's objective is to train miners who can find their place in life with a degree of confidence which results from a sense of competence at work. The program which is not duplicated elsewhere in Canada has, apparently, been most successful. The School's training methods merit examination by other vocational training personnel.

It is our opinion that the British Columbia Mining School should become part of the post secondary education institute we shall propose.

V. THE RESPECTIVE ROLES OF SELKIRK COLLEGE AND NOTRE DAME UNIVERSITY

One of our terms of reference required us to examine the respective roles of the two major West Kootenay Institutions. However, the numerous written and verbal comments we have received made it abundantly clear that the examination to be beneficial must lead to a reconciliation of the respective roles. It is to this problem that we now turn.

The role of a two-year comprehensive college and that of a basically undergraduate university, within thirty miles of one another, are bound to overlap because both are offering the first two years of an undergraduate program in arts and sciences. But in addition, Notre Dame University has attempted to increase its community usefulness and increase its enrolment by offering some "career" programs (Secretarial Science and Medical Record Science) which can well be regarded as taking "career" diploma programs to the degree level. As a result, over the past seven years the two institutions have competed for students in both academic and, to a lesser extent, career programs at the same time as Notre Dame University was attempting to secure full public support and full public status.

With the general decline in student enrolment during the past two or three years the struggle has become more critical and the atmosphere between the two institutions more strained. This is quite understandable, for the viability of each has been threatened.

The fact is that there is no present need for two institutions within the same region to offer the first two years of undergraduate programs - certainly not from the point of view of regional student demand - nor is there a need for two institutions to offer either diploma or degree "career" programs.

On the other hand, it is not possible to overlook either history or the contributions which both institutions have made to the cultural growth and development of the communities they serve. As many briefs from groups and individuals in Nelson have testified, Notre Dame University, through the skills of its staff and through the community services it performs, has contributed greatly to making Nelson a more interesting and varied place in which to live. Because of B.C.'s mountainous geography, most of the interior centres of population suffer from inadequate cultural services, and educational institutions - both schools and colleges - become responsible for initiating and developing many of those forms of community activity which involve intellectual or aesthetic activity. Undoubtedly it would be a very severe blow to the life of Nelson if even twenty-five families, including a substantial number of the city's cultural resource personnel, were withdrawn as a result of closing Notre Dame.

Exactly the same could be said for the Kinnaird-Castlegar area if Selkirk College were to cease to exist. But in addition to the depreciation of the immediate communities, damage would be done to the often stated need to enrich the cultural resources of the Interior and the effort to stop the perennial draining of the Interior's human resources to the Coast.

It follows, therefore, if there is to be an institution in Nelson providing baccalaureate degrees and a Community College in Castlegar providing a typical college program both receiving government financial support there must be clear definitions of goals, and there must also be mechanisms of coordination built into the system.

During the course of this study, we have reviewed several alternatives that have been suggested to us during the course of our public hearings and discussions with those concerned with education in the region. Two of these alternatives require direct comment and this we provide below before we proceed to outline the solution we regard as having the greatest potential in both local and provincial contexts.

The institutional arrangements which we urge to meet the needs of the Kootenays, may or may not be suited to other areas of the province and should not be taken as establishing precedent.

Some briefs urged us to advise government to deny the request of Notre Dame University for full public status. It has seemed to us, as was implicit in these recommendations, that this would mean the closure of the University and the removal of the opportunity it has offered, of baccalaureate degree programs in the Kootenays.

There is numerical logic in this recommendation that can be seen in the small number of Kootenay students registered in the upper years at Notre Dame. Furthermore there is no doubt that the students could find other places to follow their educational objectives.

If one accords priority to the most efficient means of providing education to the baccalaureate level for the 18-24 year old students of the East and West Kootenays the closing of Notre Dame and the provision of direct assistance to the relatively small numbers of Kootenay students would be the inescapable recommendation.

On the other hand, as we have stated elsewhere, there are larger concerns than those of providing instruction within the region to this student group who seek academic education to the bachelor's degree level. We have discussed these concerns elsewhere. Thus, we reject a course of action that would remove baccalaureate programs from the Kootenays.

A second alternative solution, and one favoured by many of those who wrote or spoke on behalf of Notre Dame University, is to grant that University its request to be included under the Universities Act as an independent public university.

This course of action would involve the Government of British Columbia in heavy capital and operating expenditures without commensurate advantages. It would be of direct benefit to relatively few Kootenay residents. Indeed, as we have detailed elsewhere, the case for independent status, as also for our preferred solution, has to rest on needs beyond those of the regular university age students of the Kootenays.

We see in the awarding of full public status to Notre Dame, a perpetuation of the indifferent coordination of programs between Selkirk College and the University, the continued and even intensified competition for students in an overcrowded and limited field. Furthermore, we feel that a well-financed, public university in Nelson would probably weaken the academic transfer programs at

Selkirk College and this would have a serious consequence for the effectiveness of the College. We see also much less likelihood of an independent institution, with an already established modus operandi, altering its programs along the lines we see as most likely to bring successful and exciting new opportunities. Given public university status, with the concomitant assurance of funding, there would be no effective stimulus or control that would ensure the export of baccalaureate studies to the entire Kootenay region. We see no offsetting educational payoffs in public university status to compensate for these risks. Thus, we reject this course of action also.

Our concern for the educational and cultural opportunities in the interior of the Province lead us to recommend the continuation of first degree capability in the Kootenays, but within a new institution which we will describe in the next chapter. It is our opinion that one comprehensive institution in the Kootenays, under one governing body, can control unreasonable competition for students and can regulate the flow of first and second year students to the separated campuses in terms of rational geographical and other principles. We feel also that one institution with its larger educational horizons and richer collective resources of people, facilities and contacts, has greater potential for bringing new educational opportunities to the dispersed population of the Kootenays than would a number of units separately or even competitively.

Our proposal carries the possibility of educational payoff in the West as well as the East Kootenay while providing an exciting possibility of developing programs and techniques that will bring the Province closer to the ideal of equal and varied opportunities in post-secondary education for all.

CHAPTER IV

THE KOOTENAY INSTITUTE FOR POST SECONDARY STUDIES

> ".....there should be available a wide range of institutions and facilities responsive to all the possibilities of human development - intellectual vocational, artistic, and cultural. They should be accessible to everyone who can benefit from them - rich or poor, child or adult, male or female - and they should be available throughout life as an integral part of the world of work and living. In the future, whatever values people may have that are worthwhile and whatever they may wish to accomplish, their hopes and personal fulfilment must be based on knowledge, skill and understanding."
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> (Deutsch, 1973)

How has British Columbia measured up to these objectives? We have a widely dispersed and easily accessible system of secondary schools and colleges. We have a single Technical Institute and a dispersed series of vocational schools. But, except for the small, semipublic baccalaureate program at Notre Dame University of Nelson, all university programs are in the coastal south-western corner of the Province - accessible to the largest urban centers, but geographically remote from about one half of the people of British Columbia. Our population is widely dispersed into many small communities, frequently with fairly long distances between them. In most areas, also, winter weather discourages regular commuting to centralized learning opportunities even in the college centers. Although the universities and colleges draw from a wide spectrum of society, it is safe to say that the Province's system of

Post Secondary Education is as yet quite far removed from the ideal that Deutsch has stated. It is our collective view that it is time that a relatively simple beginning was made in the task of bringing a wide range of post secondary learning opportunities within closer reach of residents of the Interior of British Columbia, specifically the Kootenay region.

The fact is, that despite many years of effort by the universities and colleges in developing off campus extension programs, we have not yet seriously devoted ourselves to the task of placing educational opportunities of a wide variety - including those carrying credit toward a degree - in the smaller communities which can never be provided with a formal post-secondary facility.

I. THE PROBLEM OF DELIVERING SERVICES

The question that we seek to answer for the Kootenay region is this: How might it be possible to provide a broad spectrum of post secondary learning opportunities for all adults in the Kootenay region who desire to take advantage of them?

There has been a tendency in the past to see colleges and universities as being exclusively for the young, full-time student who is able to travel to or to take up residence at a central facility.

However, we believe that increasingly the learning needs of adults are as acute as those of the young. The expanding frontiers of knowledge, the need to learn new skills and an increasing tendency to view learning as a worthy use of leisure time would all seem to support our conviction.

Furthermore, the rapidly increasing numbers of part-time students give evidence of changing patterns of living and learning. Selkirk College, for example, reports a fourfold increase in part-time enrolments over the past five years. Similar statistics emerge from our other provincial institutions and from across the country.

These two factors are of course related to the physical location of the learning opportunity. In other words, if older (usually less mobile) learners and part-time learners are to gain access to instruction, much less reliance will have to be placed on comprehensive, centralized learning facilities. This is of manifest importance for a large, sparsely populated region like the Kootenays.

The point is that the provision of two or even three institutions in the Kootenay Region, all with campus-oriented instructional systems, will still effectively deny post-secondary learning opportunities to substantial numbers of adults in the Kootenays.

The several institutions within the Kootenays must so design their programs as to serve a region rather than an immediate community. The consequences of this recommendation for program development, facility development and instructional methodology will be profound.

We do not propose to offer detailed plans or specifications as to how educational services can be delivered in ways that place less reliance on elaborate physical facilities. We believe that the process of discovering and inventing and adapting unique delivery systems for specific educational purposes will itself prove to be an exciting stimulus to meeting the goal we envisage.

Nevertheless, we will mention a number of approaches which make clear our intent. Great Britain's Open University, for example, has demonstrated that a high quality degree program can be distributed widely without a dependence upon elaborate local facilities. Similarly, Athabaska University in Edmonton is developing course sequences that will not require students to take up residence at a central location. In this case, instruction will be offered by correspondence utilizing cassette tapes, carefully sequenced printed material and graphics, self-correcting exercises and instructor corrected assignments. Selkirk College has made a beginning on what it calls "packaged" programs - an approach which combines correspondence studies and travelling tutors. At perhaps a less imaginative level, the scheduled rotation of resident professors through various centers in a region could result, over time, in the successful exportation of a university's curriculum. For learning situations requiring substantial equipment resources, mobile workshops and laboratories have been developed.

Much has been written about the potential for using television or radio as important components of educational delivery systems. Some experiments have not been successful, others have. In the Kootenay region, where high mountains interfere with T.V. transmission, the existing network of cable T.V. offers untried opportunities. In our opinion there are excellent opportunities for developing within British Columbia a consortium of the coast universities and the regional colleges with the use of telephone, television and radio as important elements in the linkage. Such a development would greatly expand the use of the major resources of faculty and equipment at the coast universities for the wider benefit of the entire Province.

We believe that, in the long run, the development and distribution of new learning services will require the enthusiastic cooperation of the coastal universities, B.C.I.T. and the Community Colleges. In addition, this enterprise will require substantial fiscal backing from government. The Kootenay Institute which we propose will, of course, be part of the development and distribution network we describe.

But the requirements of the Kootenays should not await a "grand design" for the Province. In fact, the Kootenay Institute, by identifying need, working in collaboration with coastal institutions, adapting programs developed elsewhere, acting as a broker for programs beyond its immediate competence, as well as by developing its own approaches, can serve as a catalyst for the larger Provincial enterprise. In this pioneering, experimental situation the Institute can develop and test a fresh concept of educational opportunity designed specifically to serve the needs of dispersed communities. And the opportunity, as we define it, should span the gamut of education - vocational, avocational, technical, cultural, academic - and should lead, as may be appropriate, to formal goals such as diplomas and degrees.

Basic core facilities will be necessary to provide a headquarters for program preparation, administration, library resources and so forth. In addition, certain types of programs, particularly those requiring permanently installed equipment, will not be capable of export. And, of course, continuing provision must be made for full-time students.

But these qualifications must not obscure our strongly held conviction: The mere provision of facilities, even elaborate ones, in a few centers in the Kootenay region will not constitute an adequate response to the learning needs of citizens. The facilities must become'launching pads'for extending services to the entire region.

II. THE INSTITUTE AND GOVERNING COUNCIL

The evidence and data we have examined, much of which we have presented earlier in this report, lead us to a number of conclusions which we believe are incontrovertible.

First, there is a need for post secondary services in the East Kootenay. Second, there is a need to sharpen, redefine and increase the operating effectiveness of existing post secondary programs in the Kootenays and, within this, to achieve a coordination of effort and an improved basis of operation for existing institutions. Third, the problems caused by small enrolments in the West Kootenay institutions must be minimized. Finally, given the geography of the region and the widely dispersed population, the educational needs of residents demands an educational delivery system which is much less dependent than conventional systems on centralized instructional facilities.

The Institute. These issues cannot be resolved by creating additional independent (and inevitably small) institutions in the Kootenays. Neither can they be resolved by strengthening the existing institutions and continuing their present independent status.

What is required, in our opinion, is the creation of an agency which will assume responsibility for all post-secondary education in the Kootenays. The existing institutions and those that might be developed in the future should be active participants and share in the overall control and direction of the agency we visualize.

In addition to providing a basis for resolving the problems we have enumerated, the new agency would be able to provide an improved level of service in common concerns such as computing, planning, information services and management. Of even greater importance, it would exercise initiative in making provision for the entire Kootenay region and, in this context, could determine priorities among the several sub-institutions.

In essence, we are proposing the creation of an organizational form that does not now exist in British Columbia. It would be an agency having responsibility for the full spectrum of adult learning activities up to and including baccalaureate programs. It would have regular contact with learners spread over an area of 30,000 square miles.

After having considered a great variety of possible names for the new institution we propose that it be called the Kootenay Institute for Post Secondary Studies.

Accordingly.

Recommendation 1 We recommend that an institution to be known as the Kootenay Institute for Post Secondary Studies be created in the Kootenay region of British Columbia and that it provide courses and, as may be appropriate, diploma, certificate and degree programs in the fields of vocational education, technological education, academic education, community service and cultural activities.

The Governing Council. We have given a great deal of thought to the matter of governance of the Institute. The large geographic area served, the diversity of programs envisaged, the existence of already operating institutions and the presence in British Columbia of three separate and distinct, legally sanctioned systems of institutional goverance were all taken into account.

In addition, we were well aware of the debate that has occurred in recent years concerning governance, particularly university governance.

After due consideration of these issues, we concluded that our decision should be governed by three propositions. The governance system, and hence, the lines of communication, should be as simple as possible. Second, final control should rest with the public. Third, those affected by decisions should have direct access to the decision and policy-making process.

Accordingly,

Recommendation 1.1 We specifically recommend that the Institute be under the direction of a Governing Council which will have a majority of its members drawn from the general public but will also include within its membership, students, teachers and administrators;[*]

Recommendation 1.2 We specifically recommend that the Governing Council have final authority in fiscal and educational matters including the setting of tuition and other fees, the appointing of administrators, faculty and staff, the deployment of personnel, the approval of new programs, the phasing out of those programs which have outlived their usefulness, the development of buildings, facilities and services and the awarding of degrees, certificates and diplomas.

We felt that it was unarguable that the Governing Council have a Chief Executive Officer. We were less certain about his title but we finally concluded that "President" would likely be the most useful one.

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[*] An appropriate composition would be - The President, eleven public members, and one student, one faculty member and the Principal from each of the three Colleges we propose.

In addition, we recognized that the Chief Executive Officer would require a central office staff. The final size of this staff and its function should be left to the President and the Governing Council subject to a consideration of the following concerns we have. The central staff should be as small as is consistent with effective operation. Second, only those functions that can be more effectively performed by a central staff should be centralized. And, as a corollary, those matters which can be decided by local institutions (acting within Council policy, of course) should not be centralized.

Accordingly,

Recommendation 1.3 We specifically recommend that the Institute have a chief executive officer appointed by and answerable to The Governing Council;

Recommendation 1.4 We specifically recommend that the chief executive officer be provided with adequate and appropriate staff in finance, administration and planning and such other areas as he may require and as may be authorized by the Governing Council;

The matter of designating the components within the Kootenay Institute has caused us considerable concern, as has the problem of specifying the internal structure and function of each.

It is our recommendation that all major units within the Kootenay Institute be called Colleges, and that each should have a Principal. Whether the individual Colleges should be given an identifying name (Nelson College, David Thompson College, etc.) or whether each should be given a functional title (Vocational College, Technical College, University College etc.) was, we felt, a matter to be decided by the Governing Council, bearing in mind local sensitivities and traditions as well as inter-college relationships and potential rivalries.

The internal organization of each college and its degree of autonomy are also matters for decision by the Governing Council of the Institute. Nevertheless, we offer the following cautions. First, it is far more important to develop decision making bodies such as curriculum committees and planning committees that coordinate the colleges rather than separate them. Second, no college or principal must be permitted to develop "local autonomy" to the point that it conflicts with or prejudices the purposes of the Institute.

Accordingly,

Recommendation 1.5 We specifically recommend that the component units of the Institute be named Colleges each under the direction of a Principal.

Recommendation 1.6 We specifically recommend that in the initial stages of The Institute there be two or more colleges: one to be a four-year college concerned with liberal studies to the baccalaureate level with headquarters at Nelson; one to be a two-year comprehensive college with campuses at Nelson and Castlegar; a third centre of post-secondary education will have its headquarters in the Cranbrook area but its institutional form, nature and program will be devised by the Governing Council as an early order of priority; (more detailed recommendations concerning the individual and collective missions of these colleges follow later);

On several occasions within this Report we have made reference to the unique problems involved in delivering educational services in The Kootenays. If the Institute and its component colleges fail to move beyond the wisdom of the past and place too great an emphasis on physical facilities and insufficient upon people and processes they will fail the citizens of the Kootenays.

Accordingly,

Recommendation 1.7 We specifically recommend that the Institute utilize and develop instructional approaches, so far as is consistent with educational quality, that minimize the need for citizens to travel long distances to receive instruction.

III. A COLLEGE FOR THE EAST KOOTENAY

As has been mentioned, the East Kootenay population is growing rapidly and will soon surpass the population of the relatively static West Kootenay. The rate of urbanisation is rapid as is the pace of commercial and industrial development.

Similarly, the Grade XII population of the East Kootenay will soon exceed that of the West Kootenay and growth will continue steadily into the foreseeable future. However, the participation rate of Grade XII students proceeding to further study is relatively low compared to the rest of the Province. Yet the rate is high if one considers the fact that all students must seek learning opportunities outside the region. This latter factor suggests that East Kootenay parents and children value further education sufficiently to make the financial sacrifices needed to seek it farther afield. This in turn implies that adults beyond the typical college age would respond favourably to learning opportunities if they were made available.

The foregoing considerations, taken together, suggest that the East Kootenay needs educational services and will make good use of what is provided.

This Commission is not the first group that has studied this region and has reached similar conclusions. The Minister of Education received a report prepared by the then Superintendent of Technical and Vocational Programs (the "White Report"). This report was based, to a substantial degree, on the submissions of groups of citizens from the major centres of the East Kootenay.

We have studied the Report and many of the original submissions, some in updated form. These data, together with studies we commissioned, establish the need for services beyond a reasonable doubt.

We differ with the major thrust of the "White Report" in only two important ways. First, it suggests a "lead time" of from 3 to 4 years before the commencement of programs. We believe that it is possible and necessary to shorten this period to perhaps six months by utilizing temporary accommodation and arrangements. Second, the "White Report", because of its terms of reference, dealt only with Vocational Training and the creation of a Vocational Training Facility. Although we agree that vocational training is a priority, we believe it would be unwise and unsound to restrict post-secondary opportunities in the East Kootenay to this single field. A number of technological programs could be developed that would be useful and helpful to the region and its citizens. In addition the provision of programs of academic and general study would be highly desirable.

In our opinion, the development of post-secondary education in the East Kootenay must be approached on a long term and a short term basis and these must occur simultaneously.

In the long term, there should be created, within the Kootenay Institute an institutional form and program appropriate to East Kootenay needs. Its headquarters should probably be at Cranbrook and it should have subsidiary facilities at centres such as Fernie and Kimberley. The College should have responsibility throughout the entire East Kootenay area for vocational training, technological training, two year academic programs and general interest and community service activities. It must not seek to rely solely on a single central facility to which all residents come. Rather, it must provide services throughout the region by utilizing a combination of permanent facilities, temporary facilities, mobile facilities and any of a great variety of other means of placing learners in contact with what they want to learn (a discussion of educational "delivery systems" appears in an earlier section of this chapter).

Long term planning should be commenced immediately.

However, the immediate needs of the East Kootenay are so obvious and pressing that short term provisions must be made. The services provided would obviously be useful in their own right. But equally important, they would provide much needed information for the longer term planning process. By offering even a limited range of courses and programs throughout the area, considerable useful data would emerge on such matters as specific local needs, levels of participation, most effective instructional approaches and so forth. These data would enlighten the long term planning process, would lead to an improved ultimate level of service and would help to avoid the costly mistakes that are inevitable when one plans facilities and services without knowing the nature and extent of need.

It would be logical for the Governing Council to request the College at Castlegar to undertake responsibility for these short term provisions for at least the following reasons. First, the personnel of this College know the East Kootenay area and have some feeling for the services needed. Second, the same personnel have a clear awareness of and considerable expertise in the logistical and educational problems associated with dispersing services throughout a large area. Third, the Castlegar College will also be part of the Institute and accordingly has an immediate and long term interest in developments in the Kootenays. Fourth, the programs that will be mounted by the East Kootenay College will, at least in part, parallel those offered at Castlegar.

If the Governing Council were to assemble an ad hoc committee, immediate involvement of the community could be ensured.

It would obviously be impossible to create permanent facilities to accommodate the programs recommended for offering by September, 1974. However, we do not feel that this is a serious impediment.

During our hearings in the East Kootenay we were made aware of vacant buildings that could be adapted to the instructional purposes visualized. In addition space in secondary schools could be found - certainly in the evenings. If, by chance, no suitable space can be found, prefabricated structures could be leased and readied for occupancy within a short period. Thus, we see no reason to delay implementation of programs because permanent facilities are not available.

Accordingly,

Recommendation 2. We recommend that the Governing Council provide, forthwith, post secondary educational services for the East Kootenay Region.

Recommendation 2.1 We specifically recommend that certain vocational and technological programs be made available in the East Kootenay if at all possible no later than September, 1974;

Recommendation 2.2 We specifically recommend that the initial programs be housed in temporary facilities until more permanent arrangements can be made;

Recommendation 2.3 We specifically recommend that until such time as the decision is taken regarding the institutional form that will best suit the East Kootenay (see 1.6) the programs be under the direction, supervision and administration of the College with headquarters at Castlegar working with an ad hoc commitee of residents of the East Kootenay assembled by the Governing Council.

Recommendations 2.1, 2.2 and 2.3 relate to the short-run provision of opportunities for the East Kootenay. Recommendations 2.4, 2.5 and 2.6 bear upon the longer term aspects of the matter.

The Governing Council, as one of its first orders of business, should set about the task of planning longer term arrangements for post secondary education in the East Kootenay. Included within the planning must be a consideration of the types of programs needed, where they should be located and how they should be housed.

The institutional form that will best support the functions envisaged should be determined by the Governing Council working with local citizen groups. It will, of course, be called a college and it will have a principal. But the East Kootenay institution will not be a college, at least as that term is often used.

That is, there will be no single, central edifice to which all students come. The college will have a core facility but this will not necessarily house the institution's full range of programs. In addition the college will have a "presence" in the centres where need is identified. These local "presences" may or may not be owned or leased by the Kootenay Institute and they may or may not be permanent "presences" in the given locality.

In other words, the East Kootenay College should be thought of more as a process than a place - though of course it should have an identifiable headquarters.

Thus, although the institution will be designated as a college, its institutional form must await a functional analysis of needed services and instructional systems. We would observe that efforts, elsewhere in the Province, to create satellite campuses or remote learning centres have not been conspicuously successful. This has been, we suspect, largely due to planning inadequacies and the difficulty of freeing ones mind of place-bound traditions.

Recommendation 2.4 We specifically recommend that planning for the institutional form that will best serve East Kootenay be a first priority of the Governing Council bearing in mind the immediate need for community involvement;

Recommendation 2.5 We specifically recommend that notwithstanding an initial emphasis on vocational and technological programs that these programs not be stressed to the exclusion of academic, cultural and community service programs;

Recommendation 2.6 We specifically recommend that instructional approaches, so far as is consistent with educational quality, be so devised as to minimize the need for citizens to travel long distances to receive instruction.

During our public hearings, The Commission was impressed by the obvious pride that various groups of citizens felt for their local communities. In each major centre, we were encouraged to consider that centre as the site of the college. In Fernie, Kimberley and Cranbrook we were shown potential building locations and were told that local authorities were prepared to offer generous assistance with site acquisition and preparation.

However, it was also obvious to us that pride in and concern for the East Kootenay region as a whole took precedence over purely local concerns.

Thus, we are encouraged to believe that the educational solution we propose will be well received and supported both on the basis of its logic and its educational potential for the East Kootenay.

The core facility should, we believe, be located near the centre of Cranbrook. We have been told that a suitable site is available. Cranbrook is the largest city in the region and is growing more rapidly than any other. In addition, to the potential student population base it provides, it possesses a great variety of commercial and industrial enterprises capable of offering field training possibilities and future employment to students. Incidentally, the "White Report" recommended that an institution be developed in Cranbrook.

However, given the instructional procedures we recommend, the East Kootenay College will not be located exclusively in Cranbrook. Instructional facilities and programs will also be located in smaller centres though, obviously, the full array of services which will be available in Cranbrook cannot be duplicated elsewhere.

Recommendation 2.7 We specifically recommend that if a site within walking distance of the centre of Cranbrook can be made available, that Cranbrook be designated the core centre for the East Kootenay and that, in addition, subsidiary facilities be established as needed in such centres as Kimberley, Fernie, and the Columbia Valley.

II. A COLLEGE OF LIBERAL STUDIES AT NELSON

We have already stated that we do not favor independent public status for Notre Dame University of Nelson.

However, we are strongly of the opinion that baccalaureate programs should continue to be available in the Kootenay region. We believe that the best way of maintaining this capability is to replace Notre Dame University with a four-year liberal arts college and to have this college become a member college within the Kootenay Institute for Post Secondary Studies. This College would bring breadth and balance to the Institute and it, in turn, would be strengthened by the association.

The students of the four-year College would fall into three categories. First, there would be the Kootenay residents who would be prepared to undertake full-time on-campus studies in Nelson. Second, there would be additional full time resident students drawn from other parts of the Province and beyond. Third, there would be those students from throughout the Kootenays who wished to undertake upper level studies on a part-time basis without leaving their local communities.

We have attempted to examine the likelihood for substantial changes in the numbers of Kootenay students who would seek their first degrees in a local institution under circumstances of full-time attendance at a central campus. There is no way of assessing changes in social goals that will influence this figure.

However, if we assume that approximately 220 Grade 12 students will continue to enter degree granting institutions each year from the Kootenays (Picot, 1973, p.42), and if we assume that as each group progresses through a degree program it will experience an attrition rate of say, twenty-five percent, it can be expected that the total of all Kootenay students enrolled in all four years of degree programs anywhere would be about 600.

Many students will continue to seek the attractions of the larger centers of Vancouver, Victoria, Calgary or Edmonton where more diversified and specialized academic and professional programs are available. However, it is not unreasonable to anticipate that baccalaureate programs in the Kootenays might become almost as attractive to students from the East Kootenay as from the West. If this is accepted, one could predict an on-campus enrolment from the Kootenays of 200-225. We doubt that this number will be exceeded in the forseeable future. For students who must live away from home, there is no difference in cost in going to the larger centers than to Nelson, or any other center in the interior of British Columbia. There might be some advantages of closeness to home in that it would facilitate weekend visits.

It follows from this analysis that the justification for maintaining an on-campus program in the Kootenays must arise from its ability to serve a larger community. So far, Notre Dame University has drawn about two-thirds of its registration from outside the Kootenay area. If this ratio continues, we would foresee a total enrolment in the on-campus programs, arising from outside the Kootenays, of about 400-450 students and a total enrolment at the degree granting institution of about 600 to 700 students. (in 1970-1, N.D.U. enrolment was 639).

It is possible that a program of studies that gained recognition for its high quality and for the form and focus of its educational opportunities would be seen by many students from various parts of British Columbia as an attractive alternative to the more traditional university programs of the larger institutions. Creating and maintaining programs of this quality and orientation will be highly demanding of the imagination and dedication of those involved. There are hazards, but we believe that the program of studies envisaged would not only provide an alternative to the programs of the larger institutions, but it would also contribute to the decentralization of academic and cultural opportunities in the Province.

The numbers of residents who would take advantage of upper levels baccalaureate studies that might be offered throughout the Kootenays under various systems of delivery is impossible to determine. However, experience elsewhere suggests that when learning opportunities become available in areas not previously served, they are greeted with enthusiasm.

Our inability to find a logical basis for recommending independent status as a public university may be a disappointment to some supporters of the University. However, it should be remembered that Faculty, Administration and Board all stated publicly to the Commission that a continuation of the University, under existing conditions, would be very difficult, if not impossible.

Our recommendations, if accepted, will have the effect of preserving degree programs in the Kootenay region, providing them with a more adequate level of support, making the Nelson institution part of a larger whole with the likely result of an improved support base and diminished inter-institutional competition, retaining a cultural resource in the Nelson area, and providing for increased service to the entire Kootenay Region.

Recommendation 3 We recommend that Notre Dame University of Nelson be replaced by a four-year College concerned with liberal studies within the Kootenay Institute for Post Secondary Studies.

In the course of our public hearings we were told that an institution in Nelson can provide an alternative to the larger coastal institutions. There is some validity in this view. However, we were able to detect only two ways in which Notre Dame has been providing a potentially helpful alternative to students. It is small and it is located outside the heavily populated areas of the province. However, it's program, except in minor ways, has not provided an alternative to the coastal programs.

Size and location are but two elements in developing an educational alternative. But if to these were added an attractive curriculum, presented to students by means of imaginative, up-to-date instructional and organizational approaches, and if the learning environment provided the appropriate space, equipment and resources, then, a genuine alternative in baccalaureate studies would be available to the students of British Columbia.

We believe it would be inappropriate for us to specify the precise nature of a new curriculum. This is better left to a future governing body working with faculty, students and administrators, for it is widely acknowledged that academic programs, in order to be effective, must have the commitment and enthusiasm of the participants. Support will not likely be forthcoming if a program is imposed from outside.

Although we are unwilling to specify a curriculum, we should observe that there are considerable numbers of interesting and potentially suitable curricular approaches already in operation throughout North America. The "Theme" approach exemplified by the Arts I program at the University of British Columbia is a readily available model. In such a program faculty and students working together explore topics such as love, war, beauty, poverty and pursue them across conventional academic discipline boundaries.

Another model could be called an "Institutional Focus" approach. This might be best exemplified by the Green Bay Campus of The University of Wisconsin. At Green Bay the entire program focusses on the environment with conventional disciplines becoming the tools for examining the larger problem.

The General Faculty Council of Notre Dame University has already examined these and similar innovative curricular and methodical approaches. In their helpful submission to us, the Council presented a design of a multidisciplinary program in ecological studies.

Recommendation 3.1 We specifically recommend that this College offer a bachelor's degree program which capitalizes to the extent possible upon the unique location and size of the institution; which provides also to the extent possible, an alternative in content and/or instructional approach to baccalaureate programs available elsewhere in the Province; which makes special provision for those citizens who are unable to undertake full-time, on-campus studies; which builds upon and articulates with two year programs of technology offered elsewhere; which shows reasonable promise of attracting adequate numbers of students; and which provides a flexible admissions policy and thereby opens new opportunities to residents of the Kootenays and other parts of British Columbia;

Recommendation 3.2 We specifically recommend that in the light of Recommendation 3.1, the Governing Council examine all existing programs of Notre Dame University of Nelson with a view to continuing, discontinuing, modifying or relocating them within the Institute, while, of course, protecting the interests of students already enrolled whose academic objectives may be adversely affected;

In Chapter IV we described the Notre Dame Campus and its facilities. Without repeating what was said earlier we think it is not unkind to observe that the campus and its buildings show some evidence of the severe fiscal constraints under which Notre Dame has been operating.

Modifications to the existing curriculum may require the provision of new buildings or substantial renovations to existing ones. The science laboratories, for example, are less than satisfactory for the present program and may ultimately have to be abandoned in favour of thoroughly modern facilities appropriate to a changed focus.

But there are two matters that cannot and need not await the longer term decision. First, the maintenance schedule for buildings and grounds should be accelerated. Painting and decorating, replacement of floorcoverings are maintenance matters that need particular attention. Before very long, we expect, the intensified maintenance program can return to a more normal level.

Second, we believe that there is an obvious need to create an adequate library building of fire resistant construction. Furthermore, the collection of books and materials should be doubled to meet minimal standards. Study space is also an urgent need.

We have not made a detailed cost estimate of this project. However, we have received some advice which suggests that the building could be erected, as of today, for approximately $600,000. Books, periodicals and various other media would likely cost an additional $500,000 which could be phased over several years.

We suggest that, if at all possible, the new library building be so located and constructed as to make it readily accessible to the citizens of Nelson and the surrounding area.

Recommendation 3.3 We specifically recommend that the Governing Council provide a library facility and improved library holdings that will support the College's teaching program, that will coordinate with the overall library and information needs of the Institute and that will, so far as possible, serve the needs of the wider community;

Recommendation 3.4 We specifically recommend that the Governing Council improve the physical plant, including the residences;

Recommendation 3.5 We specifically recommend that the Governing Council make provision for such capital outlays as will be required in view of actions taken on Recommendations 3.1, 3.2, 3.3 and 3.4;

Our recommendations will, quite understandably, be a matter of personal concern to the present employees - faculty and staff - of Notre Dame University. This matter has been of serious concern to the Commission. On the one hand, we did not feel that we could commit the Governing Council to the hiring of all present employees. It is simply not possible to predict enrolment levels and instructional needs. But on the other hand, we felt that it was essential to provide a measure of assurance to employees and direction to the Governing Council.

In brief, we expect that the services of most present employees will be needed. In certain cases, an employee would be enabled to make a useful contribution to the changed program if he or she were to receive additional training through the assistance of the Institute. In other cases, an employee whose competencies did not match up with the needs at Nelson might become a useful contributor elsewhere within the Institute. In a few instances, it may not be possible to offer reemployment. If this action proves to be unavoidable the Governing Council should exercise the greatest possible fairness.

Recommendation 3.6 We specifically recommend that the Governing Council, in reviewing the staffing requirements for the College at Nelson, deal fairly with the existing faculty and staff of Notre Dame University of Nelson; where possible and appropriate, offering appointments to Institute staff; if necessary in the light of new or changed programs, offering opportunities for retraining; where useful, facilitating the deployment of persons to other Colleges of the Institute; and where reemployment is not practicable, providing reasonable notice, or in lieu of notice, appropriate severance allowances.

Our recommendations have the effect of enlarging the mission of the Nelson College from that of its predecessor. There will continue to be offered in Nelson a residential, on-campus baccalaureate program. But to this has been added responsibilities within the entire Kootenay region.

It follows that instructional programs and approaches will have to be devised with the new and enlarged responsibilities already in mind.

Recommendation 3.7 We specifically recommend that instructional approaches, so far as is consistent with educational quality, be so devised as to minimize the need for citizens to travel long distances to receive instruction;

In a later Chapter we have tried to anticipate the legal and organizational consequences of replacing Notre Dame by a College within the proposed Kootenay Institute. At this point we merely observe that appropriate legislation will be required to deal with the physical entity of Notre Dame University.

Recommendation 3.8 We specifically recommend that appropriate legislation be enacted to provide for the acquisition by the Institute of all the assets held by Notre Dame University of Nelson and the assumption by the Institute of the University's liabilities.

V. A COLLEGE AT CASTLEGAR

Selkirk College has served its community very well. It has offered useful programs and the graduates of these programs have been well regarded both by employing agencies and by other educational institutions.

However, as we have observed, the College has a relatively small enrolment and the population base from which it draws its students is not expanding. In addition, Selkirk College and Notre Dame University have been competing for students who would enrol in essentially similar programs. The combination of small enrolment and relatively broad program offerings, at least in academic transfer areas, has resulted in operating inefficiencies and higher than necessary per student costs.

The recommended replacement of Selkirk College by a College within the Kootenay Institute for Post Secondary Studies may not be greeted with enthusiasm by some of the Selkirk constituency. However, we believe that, upon reflection, the advantages of the new arrangement we visualize will become apparent because our recommendations have very substantial similarities to those presented to us publicly by Selkirk College (Selkirk College: A Brief....,1973, PVI 51-70).

The Selkirk College brief stressed the need for services in the East Kootenay. It also stressed the need for integration and coordination in the offering of all services, the need for decentralization of opportunity throughout the region and the desirability of placing within a single governing unit a diversity of learning opportunities. With these concerns we are in hearty agreement and we believe that our recommendations and observations reflect the agreement.

However, there are two aspects of the Selkirk recommendations with which we do not agree. First, the Selkirk proposal would see the creation of a regional college district covering the entire Kootenay region with regional centres being located in areas presently not served, specifically the East Kootenay. Presumably, although it is not stated, Selkirk College, by virtue of tradition and its broad range of facilities, would be the headquarters of a "Kootenay Regional and Community College".

We believe it would be preferable to have an institutional entity located in the East Kootenay. In this we are joined by East Kootenay residents who, though appreciative of efforts made on their behalf by West Kootenay institutions, stated publicly that an identifiable institutional form should be located within the East Kootenay. After the long period of neglect, we think that East Kootenay residents are justified in their concern about the possibility of a"branch plant"educational system.

Second, the Selkirk proposal implies that the Community College model, tradition and "attitude" will serve the Kootenay region better than the university model. We agree that the traditional range of services offered by community colleges provides a better match with Kootenay educational need than does the range of traditional services of universities. However, we do not think that either is the best possible and it is for this reason that we are recommending a new organisational form, the Kootenay Institute for Post Secondary Studies.in which colleges will serve regions and functions rather than immediate communities.

The definition of a community college and, hence, the Selkirk proposal sees no need to include the third and fourth year of baccalaureate studies as an integral component of its program. We believe, given the relative isolation of the Kootenay region from coastal degree granting institutions, that baccalaureate programs must continue to be available within the region on a continuing and systematic basis. The best answer is not to be found in dismantling the existing degree granting capability in the Kootenays, however imperfect it may be perceived to be, and replacing it with an ad hoc system of imported course offerings which would, in turn, have to be supported by a yet to be created "credit-bank" system for awarding degrees on a province wide basis. On the contrary, we believe that the best answer is to take the existing baccalaureate capability, to refocus and strengthen it, while at the same time making it an integral part of an institution even more comprehensive than a community college - The Kootenay Institute.

At the time that the members of Selkirk College prepared their brief they were simultaneously eager to express their conviction in the importance of comprehensiveness yet fearful that this might be distorted by the historic view of university function (Selkirk College: A Brief... 1973, pVI 53).

We believe that our recommendations, if implemented, will make Selkirk College part of a new tradition even more comprehensive and potentially useful than the community college.

Recommendation 4 We recommend that Selkirk College become a college within the Kootenay Institute for Post Secondary Studies.

In Chapter III we made a number of observations and comments about Selkirk College's programs. We concluded that the overall quality of programs was very good. At the same time we were able to identify a number of ways in which vocational, technical and academic transfer activities could be improved.

These suggestions included the following: that the process of integration (melding) between The Nelson campus and the Castlegar campus be accelerated and that access to and utilization of the Nelson campus be improved; that enrolments in existing technologies be increased where feasible and that new programs be added; and that academic transfer course offerings be trimmed somewhat to achieve operating economies.

Recommendation 4.1 We specifically recommend that the Governing Council continue to strengthen the emphasis upon vocational education within this College;

Recommendation 4.2 We specifically recommend that the Governing Council continue to strengthen the emphasis upon career/technological education within this College, and particularly, that the council encourage the development of new programs needed in the immediate region and the wider community;

Recommendation 4.3 We specifically recommend that the Governing Council review the academic transfer program of this College with a view to achieving operating economies while, at the same time, meeting the academic requirements of transferring students;

Selkirk College, perhaps more than any other post-secondary institution in British Columbia, has given attention to the development of new educational delivery systems. The products of Selkirk's activity - mainly learning packages - are, as yet at a relatively early stage level of evolution. But given the state of the art elsewhere, Selkirk's achievements can only be regarded as significant and commendable.

We think that the Governing Council would be well advised to build upon and strengthen the expertise and interest of the Selkirk faculty.

Recommendation 4.4 We specifically recommend that the Governing Council encourage this College to utilize and develop learning systems and approaches that will make it possible for the citizens of the West Kootenay region to gain access to learning opportunities within their local communities;

Community colleges normally do not make provision for student living accommodation. Rather than building student residences, college authorities usually build colleges in the centre of population concentrations sufficiently large and compact to provide student enrolments of workable size.

Selkirk College, like some other B.C. colleges, serves a rather large and sparsely populated region, parts of which are beyond daily commuting distance. Thus, a good many students must move to within commuting distance to take advantage of the already available programs and facilities. A dispersal of existing programs throughout the region would lead to lower building utilization rates than at present - and the existing facilities are less than crowded. Accordingly, we believe that there may be a need to make provision for living accommodation of certain Selkirk College students.

The magnitude of the student housing problem and the best way of solving it require study. It may be, for example, that sufficient rental accommodation is available nearby and that improved transportation is all that is required. It may also be that, if suitable transportation were available, student residences at Notre Dame could be used.

This matter was brought to our attention by the Selkirk authorities and we share their concern.

Recommendation 4.5 We specifically recommend that the Governing Council consider making provision for the housing of those students who are beyond commuting distance and whose learning needs cannot be met by the consequences of Recommendation 4.4;

The altered status of Selkirk College which would follow the implementation of our recommendations carries implications for faculty and staff. Our concerns for Selkirk College employees are essentially the same as those we expressed in connection with the employees of Notre Dame University. In order to avoid repetition we suggest that our remarks which proceded Recommendation 3.6 be reread at this point.

Recommendation 4.6 We specifically recommend that the Governing Council, in reviewing the staffing requirements of the College with headquarters at Castlegar, deal fairly with the existing faculty and staff at Selkirk

> College: where possible and appropriate, offering opportunities for retraining; where useful, facilitating the deployment of persons to other Colleges of the Institute; and where reemployment is not practicable, providing reasonable notice, or in lieu of notice, appropriate severance allowances;

It is our intent that the proposed Kootenay Institute for Post Secondary Studies should assume the assets and liabilities of Selkirk College. This action will, of course, require legal enablements. (detailed recommendations and specifications appear in a later chapter).

CHAPTER V.

IMPLEMENTATION

If our recommendations are accepted by the Government of British Columbia, existing legislation and institutional forms must give place to new arrangements. Statutory and other provisions will have to be created to take into account a wide range of detailed considerations which are quite properly the concern of government.

Nevertheless, we consider it appropriate to offer some suggestions concerning the implementation of our earlier recommendations. It should be recognized that the proposed Kootenay Institute cannot spring into existence "full-blown" at the stroke of a pen. Time and opportunity must be provided for organization, planning, the hiring of key personnel, and the establishing of institutional operating guidelines. Thus, we propose that the implementation of our recommendations occur within three phases.

I. PHASING OF IMPLEMENTATION

Phase One. The first and essential step would be the passage of legislation which will create the Kootenay Institute for Post Secondary Studies. The legislation should specify the Government's intentions concerning the existing institutions - Notre Dame University and Selkirk College. We consider it vital that there should be no uncertainty from the outset, as to the ultimate future of these institutions - their existence is to be terminated and they are to be replaced by colleges within the Kootenay Institute.

The legislation should leave to the discretion of the Lieutenant Governor in Council the matter of timing such actions as the appointment of the first Governing Council and the termination of Notre Dame University of Nelson and Selkirk College.

Phase Two. During this phase the Lieutenant Governor in Council would appoint the public members of the Governing Council and the first Chairman of the Council. With these appointments the development of the Kootenay Institute could be commenced.

Programs in the East Kootenay would be commissioned and planning for the East Kootenay College begun. The Institute's headquarters would be established and key personnel obtained. Essential operating policies and procedures would be developed.

One of the most critical activities of the Governing Council would be the working out of a considerable array of matters with the faculties and administrations of Notre Dame University and Selkirk College. Satisfactory arrangements must be concluded concerning personnel , assets and liabilities.

In addition, and despite the fact that neither institution would yet be part of the Institute, discussions should be commenced and agreements sought on longer term concerns such as the curriculum and internal policies of the Institute.

The workload of the Governing Council during this period will be very heavy. Nevertheless, despite the pressing demands upon its time, the Council must be sensitive to the anxieties and uncertainties which will undoubtedly be present at Notre Dame and Selkirk. Every effort must be made to avoid conditions which create rumour and suspicion.

At an appropriate time, certainly no longer than two years following the commencement of Phase Two, the Governing Council should advise the Minister of Education that existing legislation concerning Notre Dame University and Selkirk College should be rescinded in order that two colleges can be created to replace them.

Phase Three. This stage of implementation would see the creation of the four year college at Nelson and the two year college with centres at Nelson and Castlegar.

A principal would be appointed to each. Finally, arrangements would be concluded to bring the Governing Council to full strength with the addition of the principal, a faculty member and a student from each college.

II. GOVERNMENTAL ACTIONS.

We have given considerable thought to the proportions of fiscal responsibility that should be borne locally and provincially. We have concluded that the Province of British Columbia should assume full responsibility for operating and capital costs. There would, of course, be offsetting revenues from student fees and other levies charged by the Institute. In addition, certain Kootenay communities may contribute to capital costs through the donation of serviced land at a modest charge or as an outright gift.

There are several reasons for our recommended course of action. First, all of the types of programs that the Kootenay Institute will likely offer are presently provided elsewhere in the Province at no direct cost to the local taxpayer. Second,we feel that if the Institute were to be financed on a basis which combined the existing methods of funding - say the Community College, and the public universities - awkward intra-institutional anomalies would be created. For example, first and second year arts and science programs at Nelson would be funded differently than those at Cranbrook and Castlegar. Third, it is our understanding that the Government is aware of existing anomalies in the financing of technological education: technologies at B.C.I.T. are funded completely from consolidated revenue whereas only eighty percent of parallel costs in the community colleges come from this source. Fourth, our recommendation as it affects vocational education would not represent a change from present Provincial practice.

There are two other matters that must be taken into account by the Government of British Columbia in determining fiscal allocations for the proposed Kootenay Institute. First, a new post secondary institution always has substantial start-up or emergent costs. Normally, higher than typical costs can be expected for approximately five years. The provision of a headquarters facility and staff, the purchase of basic equipment and special requirements in planning are illustrations of emergent costs the Institute will incur. In considering the provision of a headquarters facility it would be prudent to locate this other than within the facilities of the existing institutions. We believe that it would be useful to plan the headquarters in or adjacent to the City of Nelson, at least for the time being.

In addition to taking into account emergent costs, government must make allowance for the population distribution, mountainous terrain and the climate of the Kootenay region.

Recommendation 5

We recommend that the Government of the Province of British Columbia assume responsibility for ensuring the full operating and capital costs of the Institute, apart from student and other fees that may be levied by the Institute.

Recommendation 5.1

We specifically recommend that the Government make special provision for the emergent or starting-up costs of the Institute, including the provision of a headquarters facility which may be situated on neutral ground in or adjacent to the City of Nelson.

Recommendation 5.2

We specifically recommend that the Government in making longer term financial arrangements to fund the programs and approaches, make allowance for the fiscal implications of population distribution, mountainous terrain and climate of the region.

As we noted in Section I of this chapter, the development of the Kootenay Institute must be suitably phased. The two existing institutions have ongoing commitments to students and programs. To thrust them together in a peremptory fashion would create serious disruptions and could prejudice the longterm health of the Institute.

Thus, although there should be no doubt as to the ultimate outcome, the timing of events should be left to the discretion of the Lieutenant Governor in Council.

Recommendation 5.3 We specifically recommend that the Government make suitable provision for scheduling the transfer of existing institutions to the Institute.

We believe that there should be a conscious effort to improve coordination in the planning, development and use of public services. In this regard, the City of Vancouver has shown commendable leadership in developing facilities that can be put to educational, recreational and general purpose use.

We suggest that the Kootenay Institute should be encouraged to apply the principle of multiple use in facility planning and development. A college library, for example, should be a community resource. In other instances, a community planned recreational facility could be enhanced through the participation of the Institute . There are numerous other possibilities.

Legislation governing the operation of the Institute should be prepared with this in mind.

Recommendation 5.4 We specifically recommend that the Government enable the Governing Council to enter into joint venture relationships with regional districts, municipalities,

> Boards of School Trustees and other community groups to the end that public facilities and services be used to the benefit of all;

We believe that the proposed Kootenay Institute will bring a better level of service to the Kootenays than several small and autonomous institutions. Nevertheless, educational needs may be identified from time to time that are beyond the immediate capability of the Institute and its staff. In such instances it may be desirable for the Institute to offer courses, programs or services by purchasing them from or offering them in collaboration with other agencies. A ready illustration of such a possibility relates to correspondence studies. The Kootenay Institute might, for example, use the excellent materials developed by Athabaska University in Edmonton instead of developing its own. This kind of mutually advantageous arrangement should be facilitated within the legislation establishing the Institute.

Recommendation 5.5 We specifically recommend that the Government enable the Governing Council to enter into collaborative relationships with other institutions and agencies for the purpose of augmenting educational services in the Kootenays.

III. GOVERNMENTAL ACTION CONCERNING THE FIRST GOVERNING COUNCIL

We have suggested elsewhere in this Report that the Governing Council of the Kootenay Institute should draw a majority of its membership from the general public. In addition we propose that it should include student, faculty and administration representatives from each college. Furthermore, we have suggested that the institutions succeeding Notre Dame University and Selkirk College, as well as the college in the East Kootenay, should not be created immediately.

It follows that a considerable period would elapse between the passage of legislation and the time at which the full membership of the Governing Council could be brought together. Our recommendations also make it clear that a great variety of matters must be attended to within this intervening period. Thus, legislation must be provided specifically for the transitional period.

The appointment of the public members of the Governing Council and the vesting in this group of the powers of the full Council would be, in our opinion an appropriate and effective means of bridging the transitional period.

The Council, when established, will undoubtedly wish to bring into being task forces and advisory bodies to study and offer advice on a variety of matters. The additional council members, drawn from the colleges, should be added at the earliest date possible.

Recommendation 6. We recommend that the Government of British Columbia in establishing the legal and other enablements that will bring the Kootenay Institute for Post Secondary Studies into being, make suitable provision for the interim and transitional period between the passage of legislation and the constitution of the first fully constituted Governing Council of the Institute.

Recommendation 6.1 We specifically recommend that the Government of British Columbia appoint the public members of the Governing Council and grant to this Council all powers of the Governing Council.

A Governing Council appointed in accordance with Recommendation 6.1 would be faced with a formidable agenda. The Council would have no executive arm and many of its members might have had relatively limited experience with the problems of post secondary education. The urgency of bringing the Institute to a state of full and effective functioning suggests that the theoretically desirable route of allowing leadership to emerge from within the Council and permitting the Council to appoint its executive officers is not the most practicable direction to follow.

Thus, we suggest that the first chairman be appointed by the Lieutenant Governor in Council, and further, that he be named as Chief Executive Officer. The choice of this person is of obvious importance.

The recommendation we propose should have the effect of accelerating the development of the Kootenay Institute and hence its usefulness to the region. Any concerns about the direct appointment of the Chairman/Chief Executive can be alleviated by two legislative provisions. First, his term as Chairman should be limited to two years. And second, his appointment as Chief Executive Officer should terminate either upon the conclusion of his Chairmanship or upon the appointment by the Governing Council of a Chief Executive Officer - whichever comes first.

Within the legislation, or by other appropriate means, the Government should provide the necessary funds to the Council, require the Council to set about the task of obtaining a Chief Executive Officer and require the Council to bring its membership to the full complement as speedily as possible.

Recommendation 6.2 We specifically recommend that the Government of British Columbia appoint the first Chairman of the Governing Council who shall be one of the public members referred to in 6.1, whose appointment as chairman shall be full time for a two year period at a salary set by

Order in Council, and who shall serve as The Council's Chief Executive only until a Chief Executive Officer is chosen and, in any case, no longer than two years;

Recommendation 6.3 We specifically recommend that the Government of British Columbia provide the Council with sufficient funds to undertake its duties;

Recommendation 6.4 We specifically recommend that the Government of British Columbia authorize and require the Council to seek and obtain the services of a chief executive officer for the Institute;

Recommendation 6.5 We specifically recommend that the Government of British Columbia require the public members of the Governing Council, who enjoy the full powers of the Council, to add to their membership those members drawn from the Colleges of the Institute, at the earliest date possible consistent with legal enablements.

CHAPTER VI.

MATTERS AFFECTING VOCATIONAL TRAINING

During the hearings held throughout the Kootenays we heard some expressions of dissatisfaction with the organisation and administration of vocational training. We would emphasize that the quality of training appeared to be very satisfactory. Rather, the concerns centred on such matters as the control of admissions, the uncertain jurisdiction of governmental agencies in the operation of programs and the functioning of the apprenticeship scheme.

We recognize that the Commission's terms of reference are focussed on the Kootenay region. We also recognize that the activities of Canada Manpower and the Provincial Department of Labour, in the Kootenays, are within the broader Provincial context. Nevertheless, we believe it is appropriate for us to draw to the attention of government some aspects of Provincial policy that appear to have less than satisfactory consequences for the Kootenays.

I. ADMISSION CONTROL

Admission to vocational programs is controlled mainly by Canada Manpower and the Department of Labour. The proportions of control vary according to the program as does the geographical locus of decisions. For example, one half of the applicants to the Practical Nursing program are chosen at Canada Manpower centres throughout the province. The remaining one-half are chosen by Selkirk College from among applications it receives. The two admissions procedures are not coordinated to any significant extent. On the other hand, in the Auto Mechanics pre-apprenticeship program, Canada Manpower purchases one-quarter of the student spaces and the Department of Labour, through its Vancouver office, purchases the remaining spaces and selects all the candidates. We were informed that the college which offers the program did not choose any of the present class and, in fact, there are no Kootenay residents in the presently operating and undersubscribed class. Seeming anomalies have also occurred in the pre-apprenticeship programs for Heavy Duty Mechanics and Millwrights.

Our concerns are twofold. First, we think that the training institution should be more than the passive recipient of trainees selected by other agencies. Second, we believe that decisions affecting Kootenay applicants should be made in the Kootenays. The present involvement of Canada Manpower and the Department of Labour is useful and necessary. But the degree of control of programs and student intake usurps legitimate institutional prerogatives and remoteness from the local scene sometimes results in insensitivy to both local needs and local training capabilities.

II. SHORTAGES OF QUALIFIED TRADESMEN

There appear to be a number of trades with chronic shortages of qualified personnel. To illustrate, the Fernie

Canada Manpower Centre regularly reports shortages of heavy duty mechanics, automobile mechanics, industrial electricians and welders. We would emphasize that shortages appear to be chronic rather than periodic.

This problem would seem to be linked at least in part with the earlier one identified - the control of admissions. Together they suggest that the Provincial apprenticeship program may not be working in the best interests of the workers and industries of the Kootenay region.

In addition, it appears that only the larger companies have the necessary resources, facilities and personnel to participate in apprenticeship programs. If this is the case, it follows that smaller companies, whose need for workers is as acute as the larger ones and who have jobs unfilled, are not particularly well served by current arrangements.

Furthermore, many young people who desire a good level of trades training are unable to secure training opportunities. The Weekly Availability List issued by The Department of Manpower and Immigration regularly shows substantial numbers of applicants on the "waiting list" of the several training centres. Such training as they may have obtained in high school has not reached, nor was it intended to reach, a sufficient level of competence to gain entry to a trade. Seemingly, Canada Manpower will not facilitate their admission to apprenticeship training until they have been in the labour market for a specified period. The dilemma facing many young citizens is obvious - high school training has been insufficient, apprenticeship openings are limited and Canada Manpower assistance is unavilable.

A possible solution to this problem might be to simultaneously modify the length and nature of the "field" aspects of apprenticeships and to improve and increase the institutional training components both at the high school and the vocational school levels.

We would emphasize that we have not undertaken a thorough examination of all the complexities of vocational and apprenticeship training. Nevertheless, we have obtained sufficient information to convince us that the effectiveness of the existing system could be substantially improved. Of particular importance would be a careful scrutiny of what appears to us as a confused overlapping of jurisdiction and an unnecessary administrative rigidity.

Thus,

Recommendation 7. In view of matters that have been drawn to our attention, we recommend that the Government of the Province of British Columbia undertake a review of vocational training and particularly apprenticeship training within the Province to achieve a better emphasis on the educational as well as the occupational needs of people;

Recommendation 8. We recommend that all forms of post secondary education in the Kootenay region - vocational, technical and academic - be brought within the responsibility of the Department of Education through the Kootenay Institute for Post Secondary Studies so that an integrated approach can be taken to such problems as the provision of opportunity, the control of admissions and the delivery of programs;

CHAPTER VII

CONCLUDING STATEMENT

This Commission was established to examine the educational needs of the Kootenay Districts of British Columbia beyond the Secondary School level. It was specifically instructed to concern itself with the educational roles of Selkirk College and Notre Dame University. These two tasks were to be approached with the broader interest of the Province in mind.

In undertaking its task the Commission has attempted to assemble and analyze all relevant data, it has consulted widely with the residents of the Kootenay area of all ages and occupations both by correspondence and by personal discussion. It has met in full committee on 22 days and has spent many additional hours in study and deliberations on the problems and opportunities. It has read widely in the literature pertinent to its task.

This commission was but the most recent of a number of studies of the post secondary educational needs of the area. As recently as 1963 the government of the day granted a Charter to Notre Dame University of Nelson to offer degrees in all subjects. A year later it took the important step of establishing the first of its new Community Colleges just 30 miles removed from the University it had formalized one year earlier. We presumed that both these steps were taken after careful review of the needs of the West Kootenay District and that the action taken was seen as required to meet a manifest need.

This early decision by the Government of the Province of British Columbia to provide university education to the Bachelor's degree level in Nelson was reinforced later by the provision of grants in aid to Notre Dame University which have been increased under two governments.

Whether, in retrospect, these decisions were wise, and whether or not the hopes and objectives that gave them birth have been realized, the communities in which the College and University have grown, have accepted them as an integral part of their life style, and have supported them publicly and by private donation. Each institution has provided readily accessible educational opportunities of great variety as well as enriching the lives of their communities in many ways. At a more prosaic level each has been seen as a local industry of considerable value.

In the recent past each has been experiencing financial difficulties that have arisen from declining enrolments.

In keeping with our mandate we have studied the questions put to us in the terms of reference, with primary attention to the educational aspects of potential solutions.

However, though we have made no attempt to develop a cost-benefit analysis - nor do we necessarily regard such an exercise as appropriate - we have been mindful of the comparative costs of alternatives that we have examined.

Out of many alternative solutions to the problems we faced, three have seemed to us to require special examination.

Consideration of economy played an important part in our examination of the possibility that the Government should withdraw all support from Notre Dame University. This would almost inevitably lead to its closure. This course of action would certainly involve the Government of British Columbia in the least direct expenditure. The immediate consequences to the student body could be quite readily compensated. However we decided that the indirect social costs of this action would be considerable, widespread and unfortunate.

In undertaking this study we were made aware that the government of British Columbia was keenly interested in identifying new ways to bring novel and varied opportunities for education and training to people of all ages and all walks of life as part of its dedication to social adventure.

Aware of this attitude, we have sought solutions to the problems we were studying which would not withdraw from the Kootenays educational opportunities they have enjoyed, but rather would renew and refocus post secondary programs present, and add to them substantial new potential.

Two routes to this end were examined. Three separate and independent institutions, one new and two continuing, was an obvious pattern, but for a number of reasons which we have discussed in chapter IV of our report we rejected this as high cost and unlikely to meet our objectives.

Our collective experience within the educational system has convinced us that even though our existing colleges and Universities are striving for diversity they are actually becoming increasingly homogenized. The powerful drive of governments in Canada to centralize, rationalize and render accountable their post secondary institutions is likely to increase the difficulty. We agree with the statement that "It is no longer true that most students have real choices among differing institutions in which to seek higher education", (Holden, 1971). Even though the population seeking advanced education has changed greatly in the last 10 years, the existing institutions have not been able to change adequately to meet completely the greater variety in ages, taste, background, and goals of the students. In part they have lacked the financial resources to try new routes.

The answer is not to sacrifice the education that is delivered well by existing colleges and universities and seems to prepare a very large number of adult and young students for the vocations, technologies and professions, as well as providing much that is mind expanding and enriching. There are a lot of fine things happening within the traditional system - - they deserve continuing support and encouragement. These institutions will continue to evolve as new challenges are faced and new opportunities identified. The answer surely is to increase the variety of institutional arrangements wherein students can follow their bent.

These thoughts have led us to the concept which forms the basis of our recommendation. We envision a single institution differing in its governance, in the scope of its endeavours, its goals and its approaches to them. We aim for an institution where (to paraphrase Andrews, 1973) the faculty could press for enterprises with a small human scale - for a closeness and personal feeling. We see groups of faculty and students working to common ends. These could be fairly elaborate liberal arts programs or they could be narrower interdisciplinary pursuits.

It should be possible to create programs where clusters of people, including faculty, students and townspeople form groups to study in depth problems of local, regional or national interest, carefully selected and ingeniously examined so as to include disciplined experience in a number of the traditional areas of learning: resource use problems, growth patterns of communities, agricultural problems and solutions, waste disposal, ageing and death, prisons, race relations, energy supply and use. The topics for choice are boundless and contain substantial elements of science, social science and the humanities.

"Such groups have the advantages of presenting an interdisciplinary creative effort of sufficient scope and challenge to bring people of different disciplines together in a natural way . . . They give to groups of people the experiences of systematic study of very real problems, confrontation with the values and implications of these problems, the establishment of criteria for these values and the making of significant joint decisions".

None of our existing colleges or universities has taken such an approach as the central modus of its undergraduate curriculum. The creation of an institution with such novel approaches would be universally exciting and not at all easy.

We see in the Kootenay Institute of Post Secondary Studies an opportunity to experiment with a development of this kind. What better environment to try it in than one which embodies faculty and students drawn from a broader spectrum of background, experience and objectives than is present in any of our other post secondary institutions.

Most of the students and faculty of the vocational units will have short term goals fully demanding of their time. Somewhat the same may be true of certain of the technologies, but we see the four year college having the new focus we have described and, in partnership, involving those from all sectors of the Institute. In this way each component of the Institute will have new opportunities to serve the community in ways that could not, or would be unlikely to develop were their goals to be pursued separately.

The two year colleges will have a wide variety of teaching opportunities, perhaps they will have a substantial core in the university transfer areas involved in more traditional programs. We have spoken elsewhere of the challenge they should meet in devising new means of delivering the opportunity for college education to the regionally dispersed population.

The Institute we propose will present unique alternatives to existing programs. It will be an experiment and there are always dangers in experimentation. It will require skilled, imaginative leadership and highly competent, completely dedicated faculty who are not afraid to adventure beyond the comfortable limits of their disciplines. It will not be inexpensive but it could pave the way to diversification of Post Secondary Education in form, in availability and in producing students of all ages skilled in problem solving by group effort. It will also be one more step in a move to better distribute opportunities for post secondary educational opportunities outside the concentration area of the southwest corner of the Province.

It is our opinion that an experiment of this sort can best be tried in a small institution with relatively high ratios of faculty to students and with undergraduate teaching as its preoccupation.

We are convinced that the potential advantages to the Province are such that the experiment should be tried. We feel that the faculty and administration can meet the challenge. We regard the creation of the Kootenay Institute as an important educational experiment, an important social investment.

If it succeeds, and we feel it can, it could have far reaching effects in modifying other parts of our Post Secondary System.

In Chapter V we have outlined a critical path to implementation of our recommendation. This emphasizes the imperative initial decision that the new Institute is to be brought into being and funded. Beyond that point the establishment of the Council of the Institute and the appointment of its Chairman will put the process in motion.

We have indicated an order of priority for the actions to be taken by the Council. We would emphasize the importance of full and adequate discussion involving the local communities as well as the administrative officers and representatives of the faculty, and if possible of the students, of the existing post secondary institutions. The new concept must be widely understood, accepted and supported with enthusiasm.

We regard it as most important to make a start as soon as possible with the establishment of facilities for college education, including vocational, technological, and transfer, in the East Kootenay.

We are convinced that the recommendations which we have made will meet the educational requirements of the Kootenays for the time being and for the forseeable future. We are convinced also that our recommendations will permit the existing institutions to fulfill themselves and that this provides a unique opportunity to contribute to the well being of the educational system of the Province.

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4. Holden, Constance, "Higher Education: New Report Takes an unconventional Approach," *Science*, 171: 1129-1130, 1971.

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APPENDIX A

NUMERICAL LISTING OF BRIEFS AND SUBMISSIONS

APPENDIX A

NUMERICAL LISTING OF BRIEFS AND SUBMISSIONS RECEIVED

1. R.A. Waldie, R.P.F., c/o B.C. Forest Services, Nelson, B.C.
2. Cathleen Smith, Nelson, B.C.
3. The Medical Associate Clinic (Tom P. Scott, M.B., F.R.C.S., (Edin.), C.R.C.S. (C), Nelson, B.C.
4. Kathy Murphy, Nelson, B.C.
5. St. Andrew's By The Lake Anglican Church (Irene M. Fink), Nelson, B.C.
6. George L. Brodie, Nelson, B.C.
7. R.A. Hyssop, Nelson, B.C.
8. R.G. Emory, Nelson, B.C.
9. Robert D. Boyer, Nelson, B.C
10. The Medical Associate Clinic, (Ian F. Stewart, M.B., ChB., President), Nelson, B.C.
11. Inrid Tsechne, and H. Tshechne, Lucyna Huaciuk, Nelson, B.C.
12. R.H. Procter, Nelson, B.C.
13. Marya Fiamengo-Hardman, Nelson, B.C.
14. Kootenay Lake District Hospital (C.M. McNown, Chairman),
15. Kootenay Lake General Hospital (Thomas P. Scott, M.B., C.R.C.S. Chairman), Nelson, B.C.
16. Kootenay Lake District Hospital (Norman Carelius, A.R.T., Chief Technologist), Nelson, B.C.
17. Maurice Lajeunesst, Nelson, B.C.
18. H. Leibnuwv and I. Kowyles, Nelson, B.C.
19. Residents of Ridgewood Rd. Improvement District, Nelson, B.C.
20. Alan Burbank, Nelson, B.C.
21. R.D. Lucrezio, Nelson, B.C.
22. Mr and Mrs. James Riley, Nelson, B.C.
23. H.L. Galbraith and V.P.E. Galbraith, Nelson, B.C.
24. Norman G. MacLeod, D.C., Nelson, B.C.
25. Kennedy Facchina, Nelson, B.C.
26. F.V. Lindsey, Nelson, B.C.
27. J.T. Monaghan
28. Margaret Mackenzie, Nelson, B.C.
29. Bonnie H. Bell, Nelson, B.C.
30. A.F. Stevenson, Nelson, B.C.
31. M.D. Bradshaw, Nelson, B.C.
32. Else Kaspar, Nelson, B.C.
33. G.E. Penniket and D.E. Penniket, Nelson, B.C.
34. M.A., Dorothy, Janet and Kris Gustafson, Nelson, B.C.
35. R.A. Hyssop, Nelson, B.C.
36. Central Kootenay Regional Hospital District (G.L. Brodie, Chairman), Nelson, B.C.
37. Yoshiro Tagami, Nelson, B.C.
38. Frederick W. Leno, Nelson, B.C.
39. George Fredericksen, Nelson
40. Donna Macdonald, Nelson, B.C.
41. Ingeborg J. Frass, Nelson, B.C.

Appendix A (cont'd)

42. Herman and Trudy Scheibe, Nelson, B.C.
43. E.M. Jones, Nelson, B.C.
44. Lisa Poaler, Nelson, B.C.
45. Stan Savarin, Nelson, B.C.
46. Gordon D. French, Nelson, B.C.
47. Alla Ferguson, Nelson, B.C.
48. Nelson Maple Leaf Senior Hockey Club, (Peter Godfrey, President), Nelson, B.C.
49. Margaret C. Banks, Nelson, B.C.
50. G. Ottewell, Nelson, B.C.
51. L. Ottewell, Nelson, B.C.
52. T.E. Wallach, Nelson, B.C.
53. Janis Emory, Nelson, B.C.
54. Neil E. Morrison, M.D., Nelson, B.C.
55. Margaret Kellogg, Nelson, B.C.
56. Sam McBride, Nelson, B.C.
57. R.K. Gris, Nelson, B.C.
58. Peggy Pawelko, Nelson, B.C.
59. Evelyn R. Holiday-Smith, Nelson, B.C.
60. J. Bourgeois, Slocan, B.C.
61. D.L. Rothkop, Procter, B.C.
62. School District #14, (R.W. Sladen, Sec-Treasurer), Oliver, B.C.
63. Nelson Daily News, (Peggy Pawelko), Nelson, B.C.
64. Nelson and District Chamber of Commerce, (Walter Davis, Executive Advisor), Nelson, B.C.
65. Elizabeth A. McKinnon, Nelson, B.C.
66. Evelyn McDonald, Nelson, B.C.
67. Alice Minard, Nelson, B.C.
68. D.A. Johnson, Nelson, B.C.
69. Pat Gormley, Nelson, B.C.
70. Rose Ferguson, Nelson, B.C.
71. R.A. McDonald, Nelson, B.C.
72. A.A. Morrison, Nelson, B.C.
73. D.C. Rawlings, Nelson, B.C.
74. Anne Forrester, Trail, B.C.
75. Paul Helmer, Nelson, B.C.
76. J.M. Johnston, Nelson, B.C.
77. Marilyn Singleton, Nelson, B.C.
78. Barbara Lakes, Nelson, B.C.
79. Marion A. Burbank, Nelson, B.C.
80. Lions Club (J.A. Palesch, President), Nelson, B.C.
81. Phyllis Henthorne, Nelson, B.C.
82. Mary T. Murphy, Nelson, B.C.
83. Reid and Linda Henderson, Nelson, B.C.
84. Fairview United Church, (J.D. Howell, President), Nelson, B.C.
85. Carol Lissa, Nelson, B.C.
86. Phyllis Rooney, Nelson, B.C.
87. K.r. Yale, Nelson, B.C.
88. Helen G. Fairbank, Nelson, B.C.
89. P. Spearman, Nelson, B.C.

Appendix A (cont'd)

90. Ken Starr, Nelson, B.C.
91. Margaret Anderson, Nelson, B.C.
92. Merle Watson, Nelson, B.C.
93. S. Doell, Nelson, B.C.
94. Margaret Hoinley, Nelson, B.C.
95. Cathedral of Mary Immaculate, (E.M. Jones, Chairman), Nelson,B.C.
96. Margaret Barwis (U.B.C. Alumni), Nelson, B.C.
97. Francis A. Smith, Nelson, B.C.
98. Ladies Auxiliary(Edith H. Edgar, Secretary), Nelson, B.C.
99. Michele and Beatrice Amento, Nelson, B.C.
100. P. Lisonti and R. Lisonti, Nelson, B.C.
101. F. Di Bella, Nelson, B.C.
102. William A. Murray, Nelson, B.C.
103. Mary J. Clay, Vancouver, B.C.
104. L.G. Algar, Nelson, B.C.
105. George S. Roed, Nelson, B.C.
106. G.F. Hartman, Nelson, B.C.
107. B.H. Daloise, Nelson, B.C.
108. Mary G. Davis, Nelson, B.C.
109. Ernie and Betty McLachlan, Nelson, B.C.
110. B.L. Allard, Nelson, B.C.
111. Ladies' Auxiliary Branch No. 51, (Isabella Johnson, Secretary), Nelson, B.C.
112. P. Les Storey, Nelson, B.C.
113. H.D. Harrison, President Peeble Motor Inn, Nelson, B.C.
114. The Local Spirtual Assembly of the Bah'is of Nelson, Nelson, B.C.
115. A. DiGiaconio, Nelson, B.C.
116. W.P.F. Green and Doris A. Green, Nelson, B.C.
117. Ronald Dawgef, Nelson, B.C.
118. Edith L. Jasmusin, Nelson, B.C.
119. Erma Arnesen, Nelson, B.C.
120. J. Rattoswski, Nelson, B.C.
121. Elsie Christiansen, Nelson, B.C.
122. Queen City Rebekah Lodge No. 16. (Phyllis Preston, Secretary), Nelson, B.C.
123. Nelson Chamber of Commerce, (Sarge Sammartino, President), Nelson, B.C.
124. Jack and Mary Stewart, Nelson, B.C.
125. Eva J. Armstrong, Nelson, B.C.
126. R. Donisi and O. Donisi, Nelson, B.C.
127. Corportation of the City of Nelson (Police Department, Chief Constable C.A. Barager), Nelson, B.C.
128. Donna Stewart, Nelson, B.C.
129. Helen A. Howell, Nelson, B.C.
130. Sandra Ottewell, Nelson, B.C.
131. Mrs. R.A. Waldie, Nelson, B.C.
132. John G. Howard, Nelson, B.C.
133. Emily Hamson, Nelson, B.C.
134. Gladys E. Stromstead, Nelson, B.C.
135. Helmuth Mayrohofer, Nelson, B.C.
136. Nelson Jaycettes, Nelson, B.C.
137. Irene M. Fink, Nelson, B.C.
138. Paul Schwab, Nelson, B.C.

Appendix A (cont'd)

139. Vincent Fink, Nelson, B.C.
140. Margaret Watson, Nelson, B.C.
141. Howie Hornby, Nelson, B.C.
142. Ellen Cote, S. Slocan, B.C.
143. H. Tschechne, Nelson, B.C.
144. Mildred Child, Nelson, B.C.
145. Kokanee Rock Club, (Irene Burdett, Sec-Treasurer), Nelson, B.C.
146. Fernie and District Board of Trade (George S. Majic), Fernie, B.C.
147. East Kootenay Vocational School Committee (Mr. Ron Powell), Cranbrook, B.C.
148. School District #2 (Cranbrook) and Cranbrook Teachers' Association (Mr. H. Sayers), Cranbrook, B.C.
149. The Corporation of the Village of Invermere (Mr. W.R. Lake), Invermere, B.C.
150. International Woodworkers of America, Local 1-405, (Mr. John Paluck, Cranbrook, B.C.
151. Leo A.T. Nimsick, B.A., LL. B., Cranbrook, B.C.
152. Windermere District Chamber of Commerce (Mrs. L.G.Taft), Invermere, B.C.
153. East Kootenay Labour Council (Executive Members), Kimberly, B.C.
154. School District #3 (Kimberley), (Mr. R.L. Brown), Kimberly, B.C.
155. R.A. Nelson, M.Sc., P. Eng., Kimberley, B.C.
156. School District #86 (Creston-Kaslo), (Mr. F.T. Middleton), Creston, B.C.
157. Allan R. Speers, Creston, B.C.
158. Ugo A. DeBiasio, Trail, B.C.
159. Trail Council for the Status of Women (Virginnia Clover), Trail, B.C.
160. Cominco (S.M. Rothamn), Trail, B.C.
161. Constance Nicholson, Trail, B.C.
162. Notre Dame University of Nelson (C.L. Kaller, President), Nelson, B.C.
163. Notre Dame University of Nelson (J.C. Ryan, Treasurer), Nelson, B.C.
164. The Board of Governors of Notre Dame University of Nelson, Nelson, B.C.
165. The Advisory Board of Notre Dame University of Nelson, Nelson, B.C.
166. Student's Union, Notre Dame University of Nelson (John A. Eggleton), Nelson, B.C.
167. Reverend W.E. Doyle, Bishop of Nelson, Nelson, B.C.
168. The General Faculty Council of Notre Dame University of Nelson, (E.G. Petter, M.A., A.E. Epp, Ph.D., J. Harling, Ph.D., S.H. Scott, Ph.D.), Nelson, B.C.
169. The Library Personnel of Notre Dame University of Nelson, Nelson, B.C.
170. Department of Biological Sciences (John Harling, Ph.D), NDU, Nelson, B.C.
171. The School of Education (Dr. M.C. Hassomer), NDU, Nelson, B.C.
172. Notre Dame University Alumni Association (R.S. Bilenki), Nelson, B.C.
173. Douglas R. Forbes, Ph.D., Nelson, B.C.

Appendix A (cont'd)

174. A. Ernest Epp, Ph.D., Nelson, B.C.
175. Faculty Association of NDU (Dr. A. Childs), Nelson, B.C.
176. Morvin K. Singleton, Ph.D., Nelson, B.C.
177. William A. Forsyth, Nelson, B.C.
178. Selkirk College (College Council, Students, Faculty and Administration), Castlegar, B.C.
179. J. Dwayne Hamilton, Selkirk College, Castlegar, B.C.
180. Department of Social Sciences and Humanities - (James A. Johnson), Selkirk College, Castlegar, B.C.
181. Mr. A.W. Port, Selkirk College, Castlegar, B.C.
182. Wm. A. Sloan, Selkirk College, Castlegar, B.C.
183. City of Nelson (LD. Maglio and R.D. Belliveau), Nelson, B.C.
184. Canadian Federation of University Women, Nelson and District Branch (Mrs. F.J. Wellwood), Nelson, B.C.
185. Nelson Mental Health Centre (D.F. Caron and E.J. Sopp), Nelson, B.C.
186. Fairbank and Sawyer, Architects and Community Planners (D.P. Fairbank), Nelson, B.C.
187. Mrs. Evelyn B. Carter, Mrs. Marion E. Drew, Mrs. Kay Killeen, Mrs. Marion Muth, Mrs. Georgina K. Procter, Nelson, B.C.
188. Yasodhara Ashram (Melvin Pasternak, Ph.D.), Kootenay Bay, B.C.
189. Nelson District Child Care Society (Malcolm Brandon and Corinne Massey), Nelson, B.C.
190. School District #7 (Nelson), (G.A. Bailie), Nelson, B.C.
191. Nelson District Teachers' Association (R.G. McLeine), Nelson, B.C.
192. The Kinsmen Club of Nelson (Fred McClelland), Nelson, B.C.
193. The Italian Canadian Society of Nelson (Albert Maida), Nelson, B.C.
194. E. (Connor) George, Nelson, B.C.
195. Nelson Women's Centre, Nelson, B.C.
196. D.H. Glover, Nelson, B.C.
197. Nelson Junior Chamber of Commerice (C.F. Thompson), Nelson, B.C.
198. Mrs. J. Muriel Allison, Nelson, B.C.
199. John K. Sloan, Nelson, B.C.
200. Bruce P.S. Hunter, Nelson, B.C.
201. Kokanee Chapter of the Imprerial Order of Daughters of the Empire (Margaret MacKenzie, Barbara Lakes, Ena Foster). Nelson, B.C.
202. Mr. and Mrs. R.L. Doney, Nelson, B.C.
203. Mr. H.J. Fadum, Nelson, B.C.
204. Mrs. Margaret Bonser, Nelson, B.C.
205. Ministerial Association of Nelson (John Coughlan), Nelson, B.C.
206. Board of Management, Mount St. Francis Hospital (George L. Brodie), Nelson, B.C.
207. Signatories to a petition (Martin Horswill), Nelson, B.C.
208. The Congregation of Fairview United Church (Rev. Robert J.D. Morris), Nelson, B.C.
209. Knights of Columbus, Nelson Council No. 1560 (Martin Lanigan) Nelson, B.C.
210. Soroptimist Club of Nelson (Rita Campbell), Nelson, B.C.

Appendix a (cont'd)

211. Nelson-Creston N.D.P. Constituency Association (P. Les Storey), Nelson, B.C.
212. Kootenay Real Estate Board (James E. Burns), Nelson, B.C.
213. The Rotary Club of Nelson, Nelson, B.C.
214. Retail Merchants Section, Nelson Chamber of Commerce, (R.C. Emory), Nelson, B.C.
215. Kiwanis Education Committee, Kiwanis Club (B.B. Stallwood) Nelson, B.C.
216. T.P. Scott, M.B., Ch.B., C.R.C.S.(C).
217. Beta Sigma Phi (Effa L. Wilkins), Nelson, B.C.
218. Nelson and District Labour Council, Nelson, B.C.
219. Association of Professional Engineers of B.C., W. Kootenay Branch (G.T.J. Hughes), Castlegar, B.C.
220. Canadian Union of Public Employees, local 1341 (Mrs. J.L. Hamilton), Castlegar, B.C.
221. The Assocation of Kootenay and Brundary Municipalities (Allen Selbie). Kinnaird, B.C.
222. Corporation of the Town of Kinnaird (Allen Selbie), Kinnaird, B.C.
223. Richard P. Fryer, S. Slocan, B.C.
224. School District #12 (Grand Forks), (Wm. A. Burns), Grand Forks, B.C.
225. Canadian Union of Public Employees (Mr. Burton), Trail, B.C.
226. City of Kimberley (J.E. Ogilvie, Mayor), Kimberley, B.C.
227. The Corporation of the City of Cranbrook (M.G. Klinkhamer, Mayor), Cranbrook, B.C.

APPENDIX B

INFORMATION CONCERNING DOCUMENTS EXAMINED BY THE ROYAL COMMISSION

APPENDIX B

Information concerning documents examined by the Commission.

1. The originals of written submissions made to the Commission (Appendix A) are lodged with the Provincial Secretary, Victoria, B.C. Copies of these submissions will be placed in the Library of Notre Dame University of Nelson.

2. The originals of the tape recordings made of public hearings held by the Commission are lodged with the Provincial Secretary, Victoria. Copies of these recordings will be placed in the Library of Notre Dame University of Nelson.

3. Items 5 and 7 in the Bibliography of this Report (see p. 126 re Kaller - A Report on Notre Dame...and Selkirk College - A Brief...) as well as being lodged with the Provincial Secretary, Victoria, B.C., will be available in the Libraries of Notre Dame University and Selkirk College. The two documents were prepared at the request of the Commission and contain a great deal of factual and descriptive material concerning the respective institutions.

4. Item 6 in the Bibliography (Picot - An Examination of Educational Statistics for the Kootenay Region) as well as being lodged with the Provincial Secretary, will be available in the libraries of Notre Dame University, Selkirk College and the three public universities. This document was prepared at the request of the Commission and contains a great variety of statistical data, projections and interpretations.

SUPPLEMENTARY APPENDICES
TO THE
REPORT OF THE
ROYAL COMMISSION
ON POST SECONDARY EDUCATION
IN THE KOOTENAY REGION

CATALOGUED

MAY 8 1976

SUPPLEMENTARY APPENDICES TO THE
REPORT OF THE ROYAL COMMISSION
ON POST SECONDARY EDUCATION
IN THE KOOTENAY REGION

SUPPLEMENTARY APPENDIX

A. AN EXAMINATION OF EDUCATIONAL STATISTICS FOR THE KOOTENAY REGION OF BRITISH COLUMBIA

B. A DRAFT STATUTE - AN ACT TO ESTABLISH THE KOOTENAY INSTITUTE FOR POST SECONDARY STUDIES

C. FINANCIAL INFORMATION CONCERNING NOTRE DAME UNIVERSITY AND SELKIRK COLLEGE

SUPPLEMENTARY APPENDIX A

AN EXAMINATION OF EDUCATIONAL STATISTICS FOR THE KOOTENAY REGION OF BRITISH COLUMBIA

AN EXAMINATION OF EDUCATIONAL STATISTICS
FOR
THE KOOTENAY REGION OF BRITISH COLUMBIA

Prepared for

The Committee to Study Post-Secondary Education
in the Kootenay District of British Columbia

By

W. Garnett Picot
Research Officer
The British Columbia Post-Secondary Education
Enrolment Forecasting Committee

BCFC Report #8
June, 1973

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INTRODUCTION

The following report concerning various educational statistics for the East and West Kootenays has been prepared for the Committee to Study Post-Secondary Education in the Kootenay District of British Columbia, at the request of that committee's chairman. The report is intended to be a statistical and analytical report only, and no recommendations have been made.

The report is comprised basically of two sections. The first part is concerned with various statistics, both historical and projected, for educational institutions and populations in the East and West Kootenays.

The second part of the report is concerned with estimating the potential enrolments in the East Kootenays based on numerous assumptions concerning the availability of educational services of various kinds. These include estimates of the potential full-time academic/technical college enrolment, part-time college level enrolment, and potential vocational school enrolments. For the most part, very simple procedures have been used to estimate the potential enrolment levels, employing such basic factors as population size, grade twelve enrolments, and the distribution of the population throughout the region.

Estimates of potential total enrolments only were produced, without reference to the type of programmes or training that might be implemented. Naturally, the potential enrolments are a function of the course offerings and other facility-related factors, but an examination of these factors was beyond the scope of this report. The estimates provided here might be interpreted as estimates of potential total enrolments *providing* suitable programmes and training are made available.

It is already evident that the estimating techniques and the resultant data are based on various assumptions, and it is necessary that the reader understand the assumptions if the estimates are to be used in a meaningful fashion.

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PART I

ENROLMENT AND POPULATION STATISTICS

A. OVERVIEW OF PROVINCIAL ENROLMENT TRENDS

In order to provide an overall framework within which the enrolment statistics of individual institutions and areas can be viewed, it was decided that an overview of recent provincial enrolment trends might be of some benefit.

The graphs on the following pages indicate recent provincial enrolments in the post-secondary academic, career/technical, and vocational areas. There are numerous graphs, and each employs a slightly different measure of enrolment.

The major observations could be perhaps summarized as follows:

(1) The total head-count (part-time + full-time) enrolment in the post-secondary system (excluding vocational) has levelled off, and may decline slightly in the near future. Head-count enrolments in the university have been declining slightly, and the head count enrolments in the colleges have been increasing. Some of the past increases have been due to the inception of new colleges.

(2) The full-time enrolment in both college and university academic programmes has recently been decreasing, with the full-time enrolment in the career-technical programmes increasing. Combining these two effects, one finds that overall full-time post-secondary enrolment (excluding vocational) has been decreasing over the past two years.

(3) The total post-secondary part-time enrolment has been increasing over the past few years.

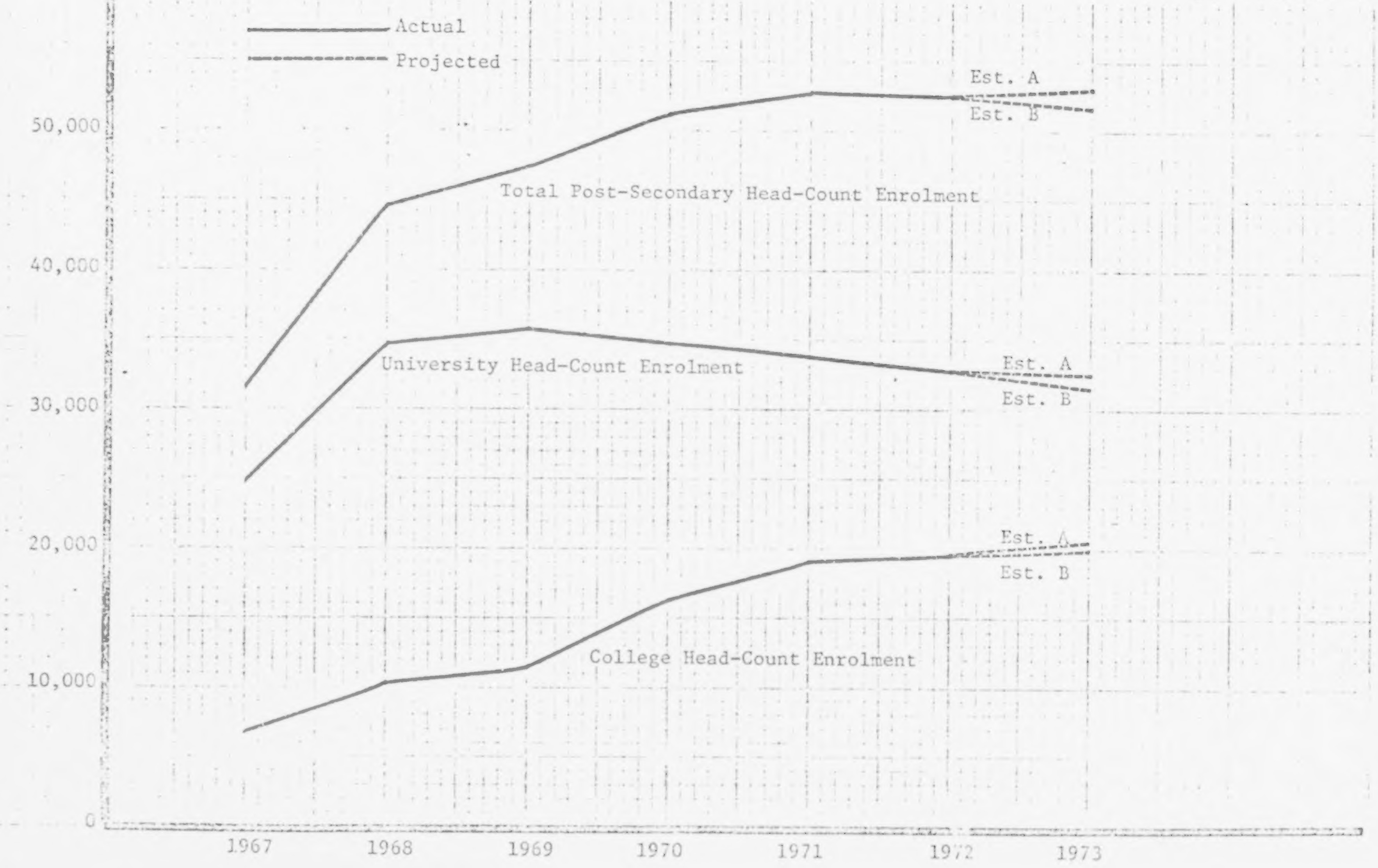
(4) The retention rate at the provincial level between grades eleven and twelve--the ratio of the grade twelve enrolment to the grade

eleven enrolment the year before--has been declining slightly in the recent past. This has occurred after many years of increasing grade eleven to twelve retention rates.

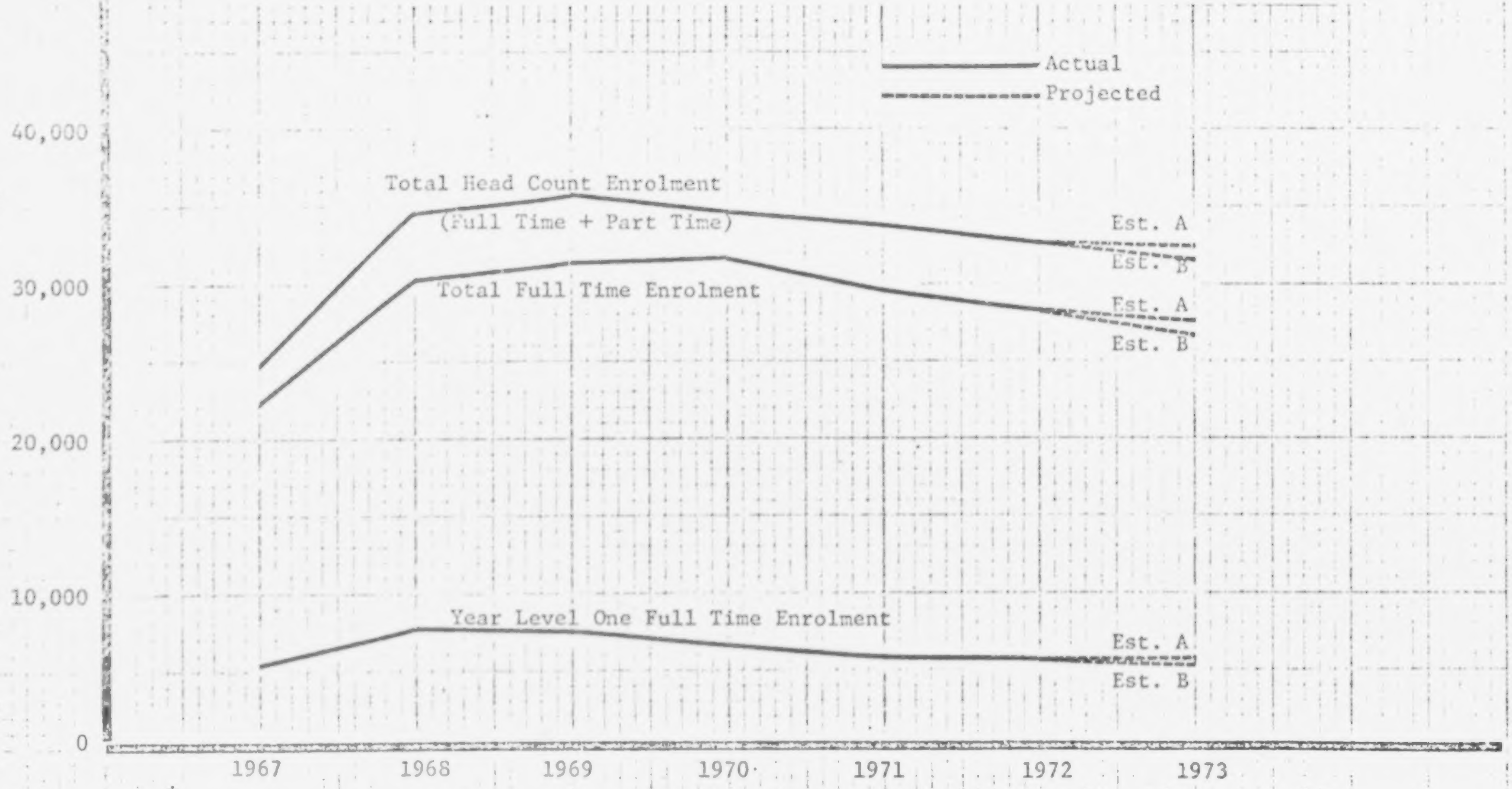
(5) There has been a general upward trend in vocational enrolments over the past few years. Two types of enrolment counts are displayed here, one being a month-end enrolment count, and the other being a total yearly enrolment count. The large difference in their values is due to the fact that many vocational courses are less than a full year in length, and are offered more than once a year.

HEAD-COUNT ENROLMENT: BRITISH COLUMBIA POST-SECONDARY SYSTEM

(Full-time + Part-time Enrolment in the four universities, nine regional colleges, BCIT, and Trinity Western College. Due to data limitations, college vocational enrolments have been excluded.)



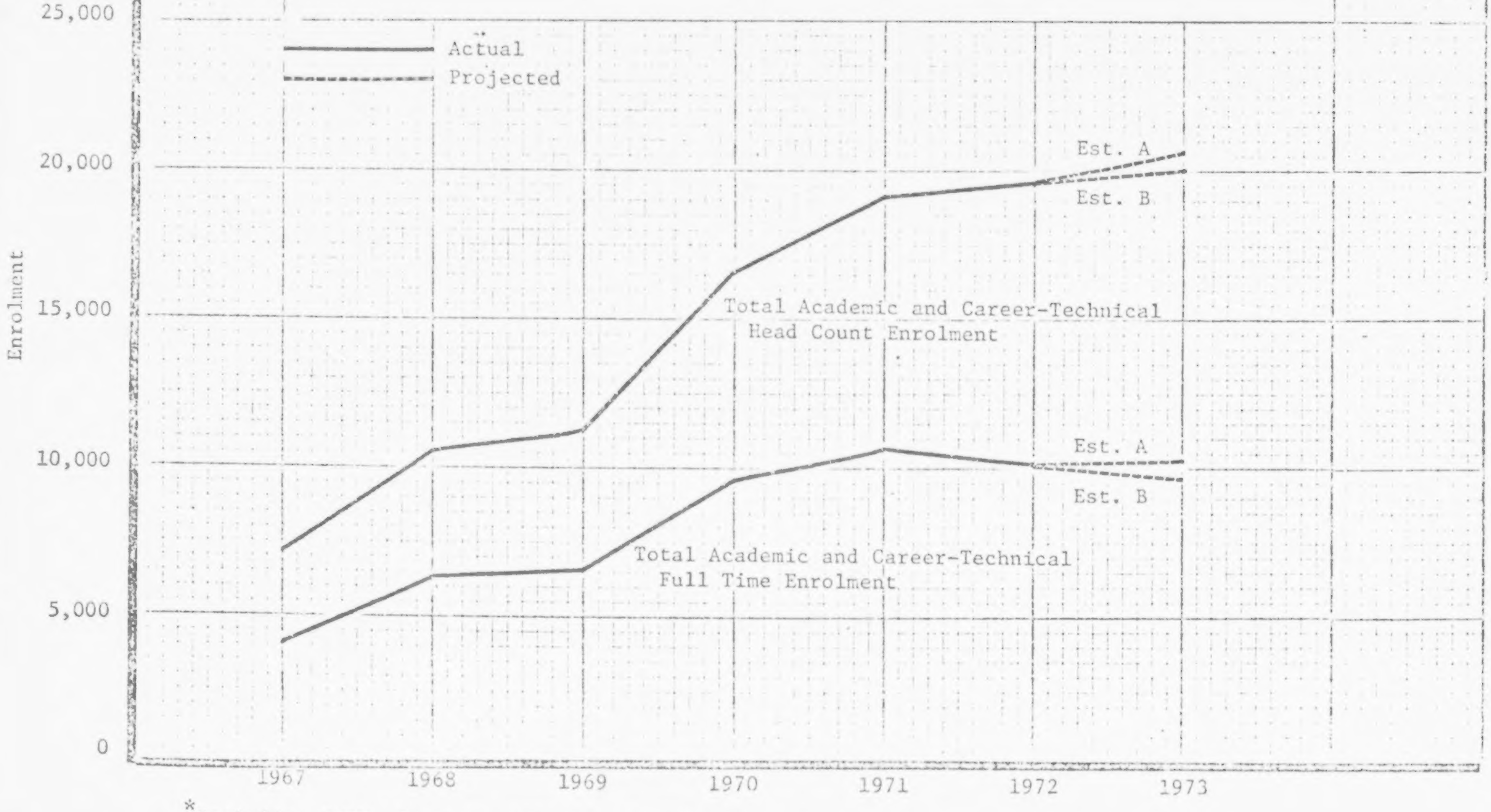
ENROLMENT: BRITISH COLUMBIA PROVINCIAL UNIVERSITIES*



*Including SFU, UBC, UVic, and NDU

ENROLMENT: BRITISH COLUMBIA PROVINCIAL COLLEGES*

(Excluding Vocational Enrolment)



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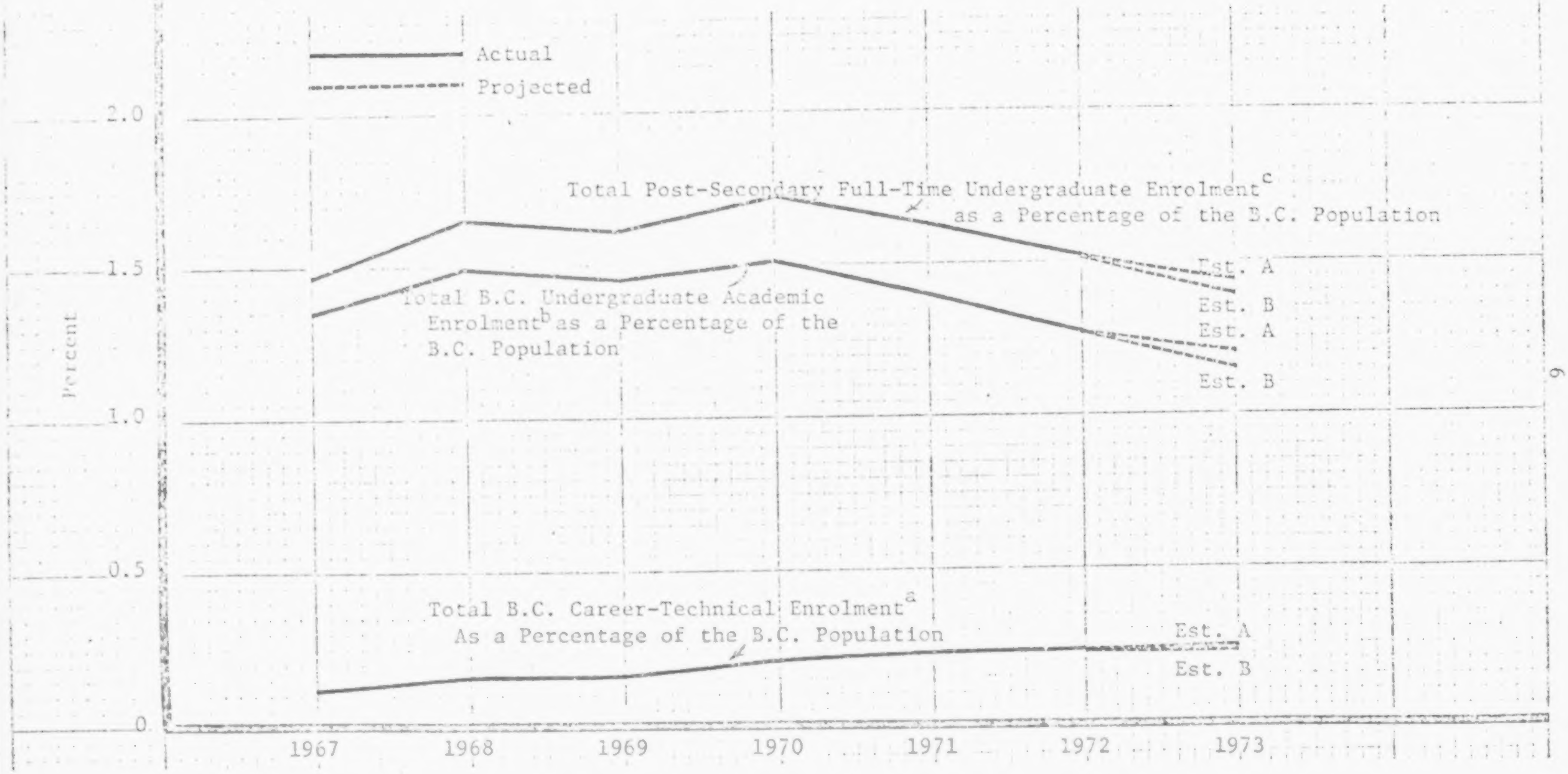
[*] Including BCIT, Camosun, Capilano, Cariboo, Douglas, Malaspina, New Caledonia, Okanagan, Selkirk, Trinity, and Vancouver City (Langara) College

PROVINCIAL *FULL-TIME* POST-SECONDARY ENROLMENTS AS A *PERCENTAGE* OF THE TOTAL BRITISH COLUMBIA POPULATION

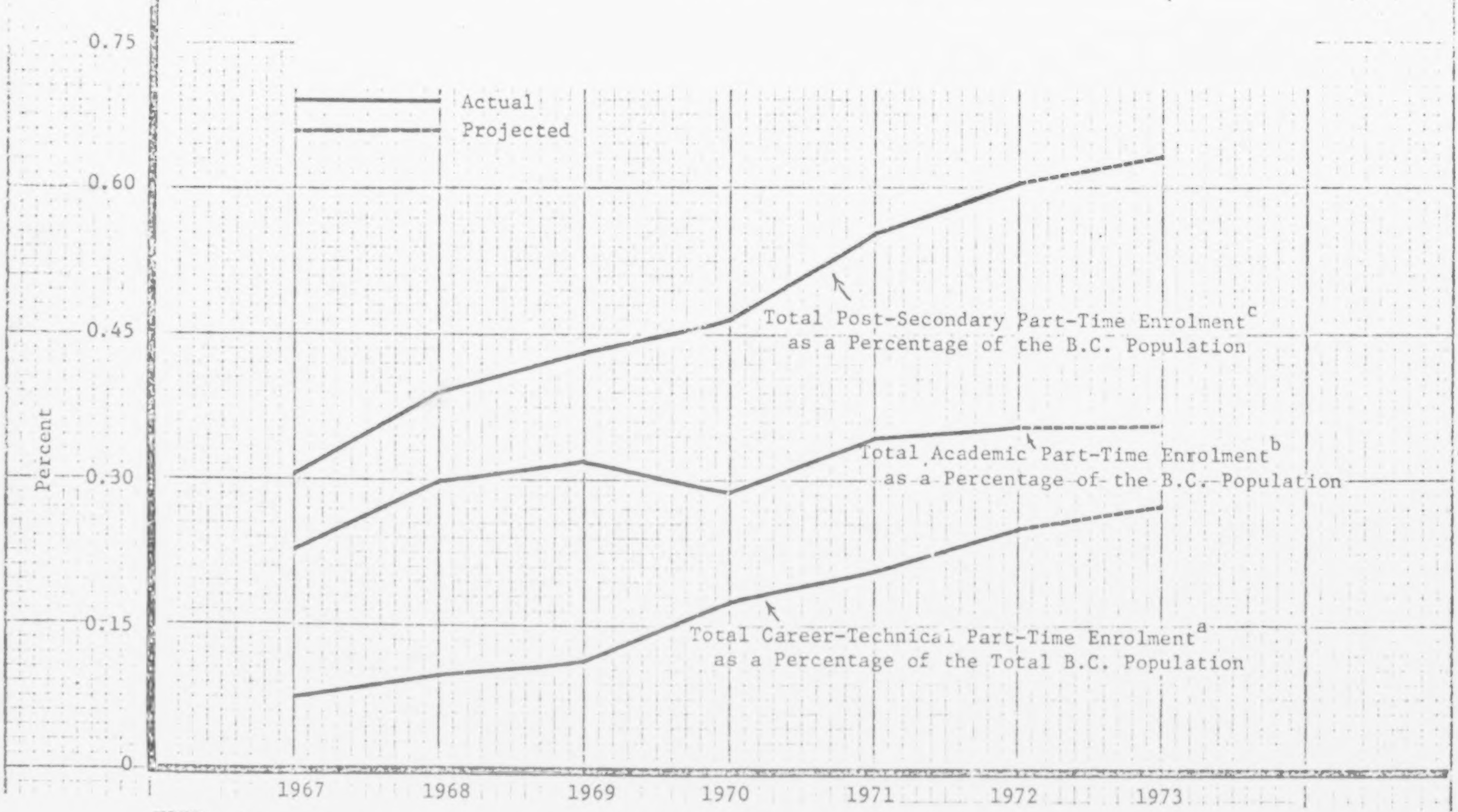


NOTE: a Includes enrolment in BCIT and the career-technical programmes of the nine regional colleges.

b Includes the undergraduate enrolment in the four universities, the academic stream of the nine regional colleges, and Trinity Western College.

c Includes all the enrolments listed above.

PROVINCIAL *PART-TIME* POST-SECONDARY ENROLMENTS AS A *PERCENTAGE* OF THE TOTAL BRITISH COLUMBIA POPULATION



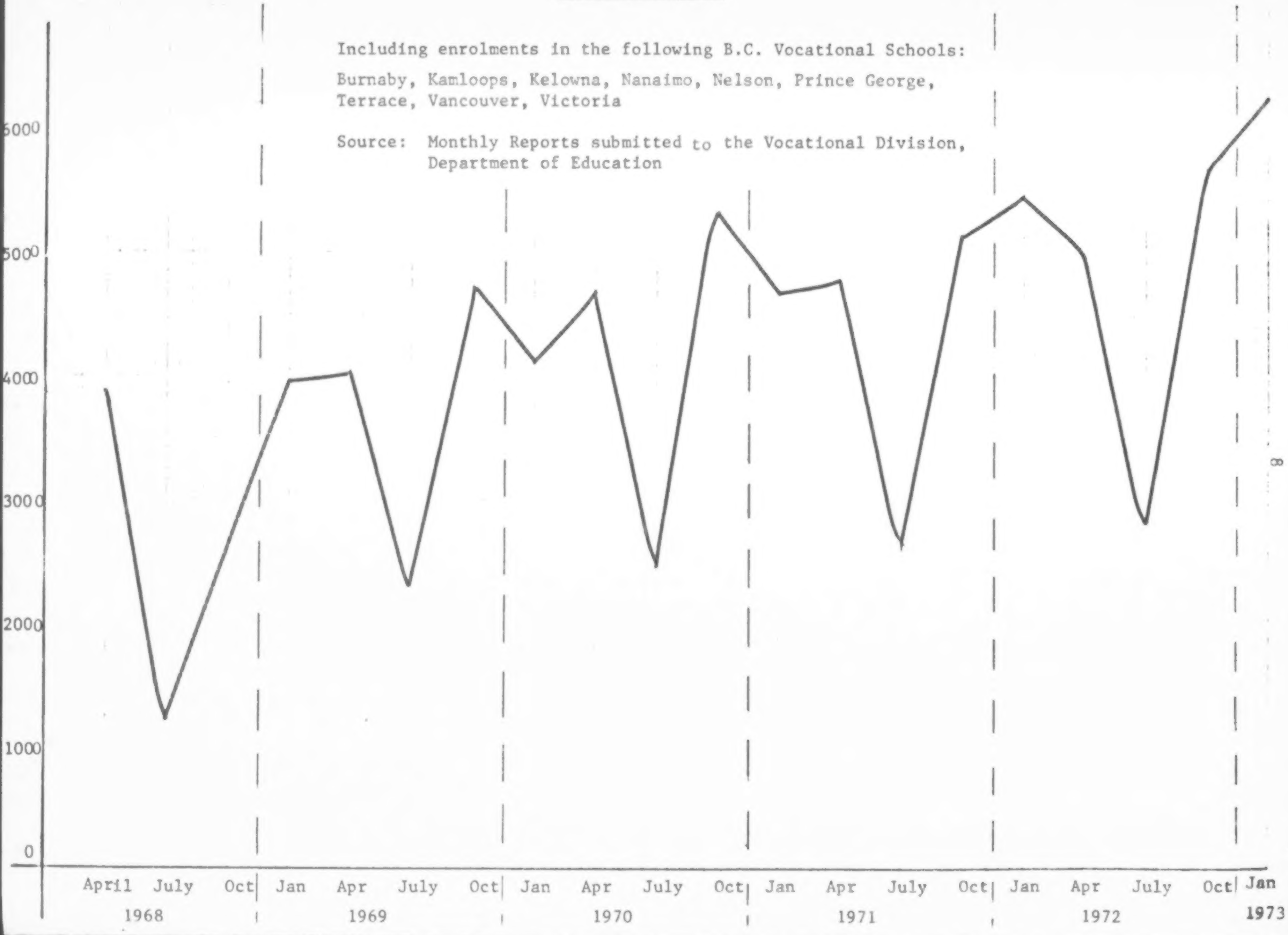
NOTE:

[a] Includes enrolment in BCIT and the career-technical programmes of the nine regional colleges.

[b] Includes the undergraduate enrolment in the four universities, the academic stream of the nine regional colleges, and Trinity Western College.

[c] Includes all the enrolments listed above.

B.C. VOCATIONAL DAY-TIME ENROLMENTS AS OF THE MONTH END

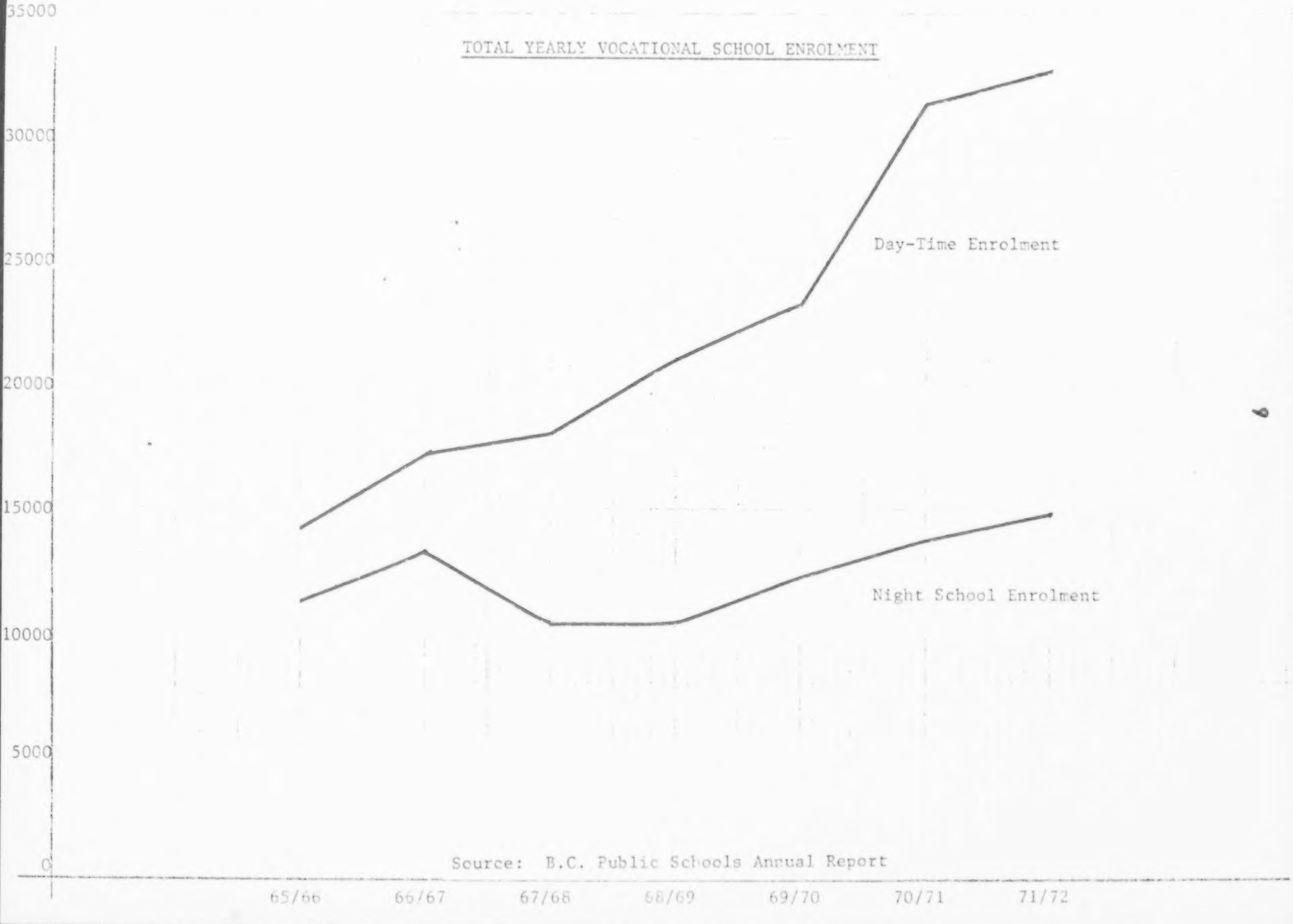


Including enrolments in the following B.C. Vocational Schools:

Burnaby, Kamloops, Kelowna, Nanaimo, Nelson, Prince George, Terrace, Vancouver, Victoria

Source: Monthly Reports submitted to the Vocational Division, Department of Education

TOTAL YEARLY VOCATIONAL SCHOOL ENROLMENT



Source: B.C. Public Schools Annual Report

B. SELKIRK COLLEGE (CASTLEGAR) ENROLMENT STATISTICS - Historical and Projected

Major Observations - Historical

1) The academic full-time enrolment has been declining for the past two years, and the technical/career full-time enrolment has been increasing. The combined effect is a total full-time enrolment that has decreased over the last two years.
2) The part-time enrolment has been increasing slowly.
3) The academic participation rate* has been declining rapidly over the past two years, and the career/technical participation rate has been slowly increasing.
4) The majority of the year level one full-time students are recent grade twelve graduates. In 72/73, 82% of the academic year one enrolment and 65% of the technical year one enrolment was 19 years of age or less).
5) Most of the college's full-time enrolment originates from the West Kootenays (75% in 72/73) with a very small proportion coming from the East Kootenays (4%).

Major Observations - Projections

1) Set I of the projections--assuming no change in the Selkirk college region--displays little growth, as the grade twelve pool in the West Kootenays and the participation rate* is not expected to substantially increase.
2) Set II of the projections--assuming that the East Kootenays will become part of the Selkirk college region; and/or assuming that East Kootenay students will be eligible for lower tuition fee rates--displays some growth due to the increased participation by the East Kootenay students. Under these conditions, it is estimated that there will be an increase of between 30 and 55 full-time students in 73/74, and 70 to 100 full-time students by 77/78 from the East Kootenays.

---

*First Time Full Time Year One Enrolment as a proportion of the College Region June Grade Twelve Enrolment

SET I

INSTITUTION SELK ENROLMENT PROJECTIONS ,73 TO 77 (ASSUMING THE SELKIRK COLLEGE REGION CONSISTS OF THE WEST KOOTENAYS ONLY) FEBRUARY,1973

		ACADEMIC				CAREER-TECH					TOTAL FULL TIME AND PART TIME*				
YR		LEV 1	LEV 2	TOTAL FULL TM	PART TIME		LEV 1	LEV 2	TOTAL FULL TM	PART TIME		LEV 1	LEV 2	TOTAL FULL TM	PART TIME	HEAD COUNT
67		282	63	345	-		58	30	88	-		340	93	433	-	433
68		229	91	320	-		106	37	143	-		335	128	463	-	463
69		241	100	341	30		71	45	116	3		312	145	457	33	490
70		305	112	417	13		125	44	169	5		430	156	586	18	604
71		233	108	341	103		121	80	201	5		354	188	542	109	650
72		167	54	221	109		140	72	212	13		307	126	433	122	555
	EST					EST					EST = AC+CAR					
73	A	168	49	217	110	A	146	82	227	12	A= A + A	314	131	444	122	567
73	B	136	49	185	110	B	137	82	219	12	B= B + A	282	131	413	122	535
	EST					EST					EST = AC+CAR					
74	A	187	49	236	111	A	152	85	237	12	A= A + A	339	134	473	123	596
74	B	135	40	175	111	B	137	80	217	12	B= B + A	287	125	412	123	535
	EST					EST					EST = AC+CAR					
75	A	210	55	264	111	A	160	89	249	12	A= A + A	370	143	513	124	637
75	B	138	40	177	111	B	140	80	220	12	B= B + A	298	128	426	124	550
	EST					EST					EST = AC+CAR					
76	A	217	61	278	112	A	158	93	251	13	A= A + A	375	155	530	124	654
76	B	131	40	171	112	B	135	82	217	13	B= B + A	289	134	423	124	547
	EST					EST					EST = AC+CAR					
77	A	234	64	298	112	A	159	92	251	13	A= A + A	393	156	549	125	674
77	B	131	38	169	112	B	134	79	213	13	B= B + A	290	130	421	125	546

NOTE:ALL HISTORICAL ENROLMENTS ARE AS OF OCT 31

*Excluding the College Preparatory enrolments. The historical enrolments in this programme were as follows:

	Full-Time	Part-Time
1969	32	3
1970	41	3
1971	38	8
1972	16	4

HISTORICAL DATA SOURCE: B.C. Provincial Government Statistical Reporting Forms

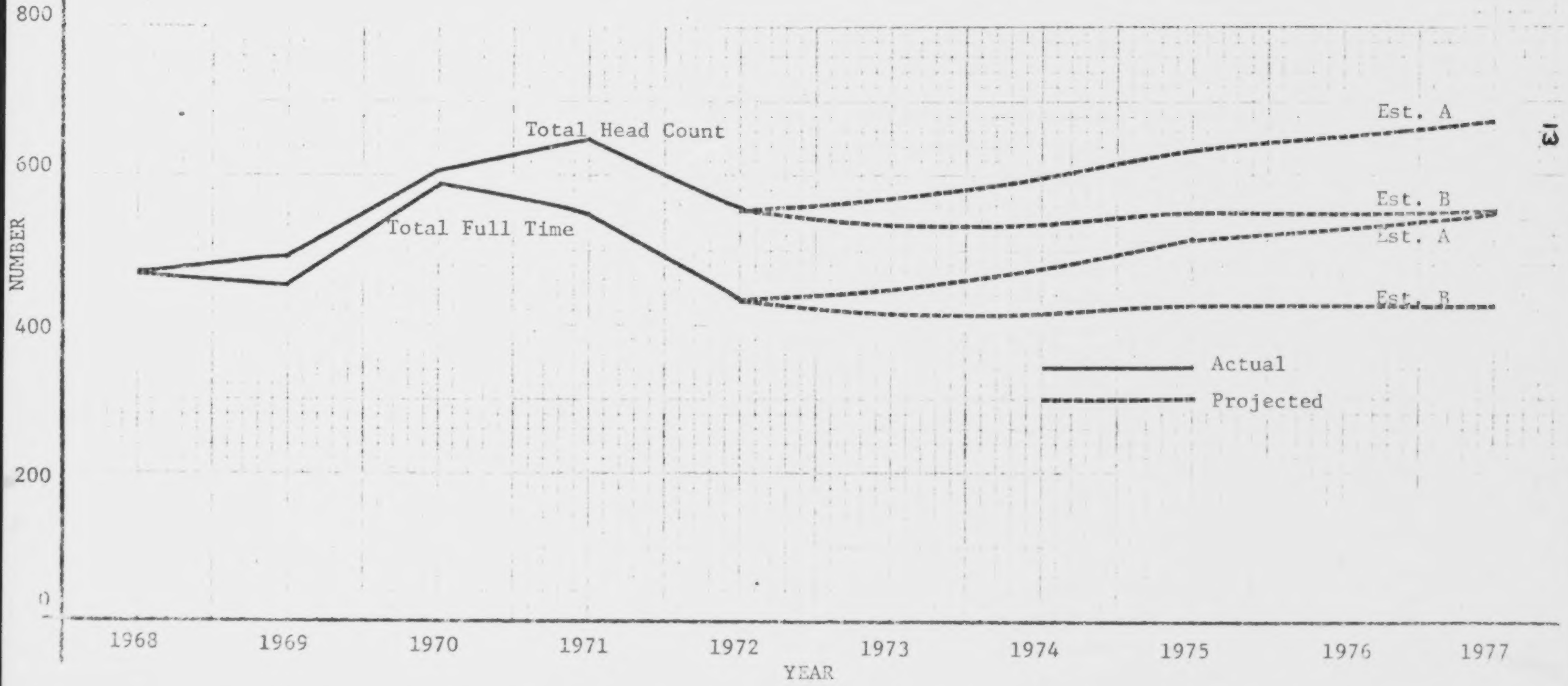
S E T I

SELKIRK COLLEGE ENROLMENT PROJECTIONS

(Assuming the Selkirk College Region consists of the West Kootenays only)

Note: "Most likely" estimate in the near future (1-2 years) is Estimate B. The "most likely" estimate in the more distant future could be a point between Estimates A and B. However, the amount of uncertainty associated with the projections increases rapidly with time.

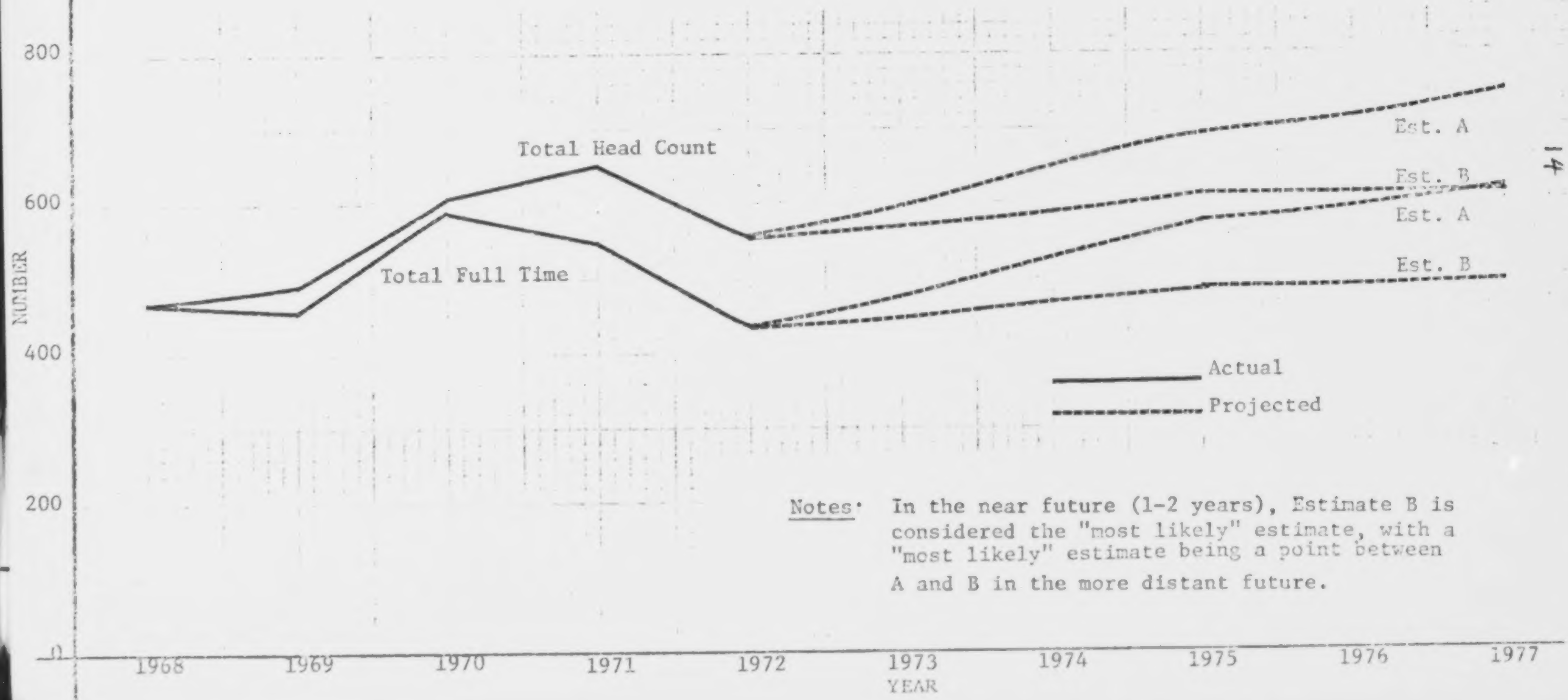
Source: Projections of Post Secondary Enrolments, B.C. Forecasting Committee Report #6



SET II

SELKIRK COLLEGE ENROLMENT PROJECTIONS -
(Assuming the In-Region Tuition Level Applies to
both East and West Kootenay Students in 73/74)

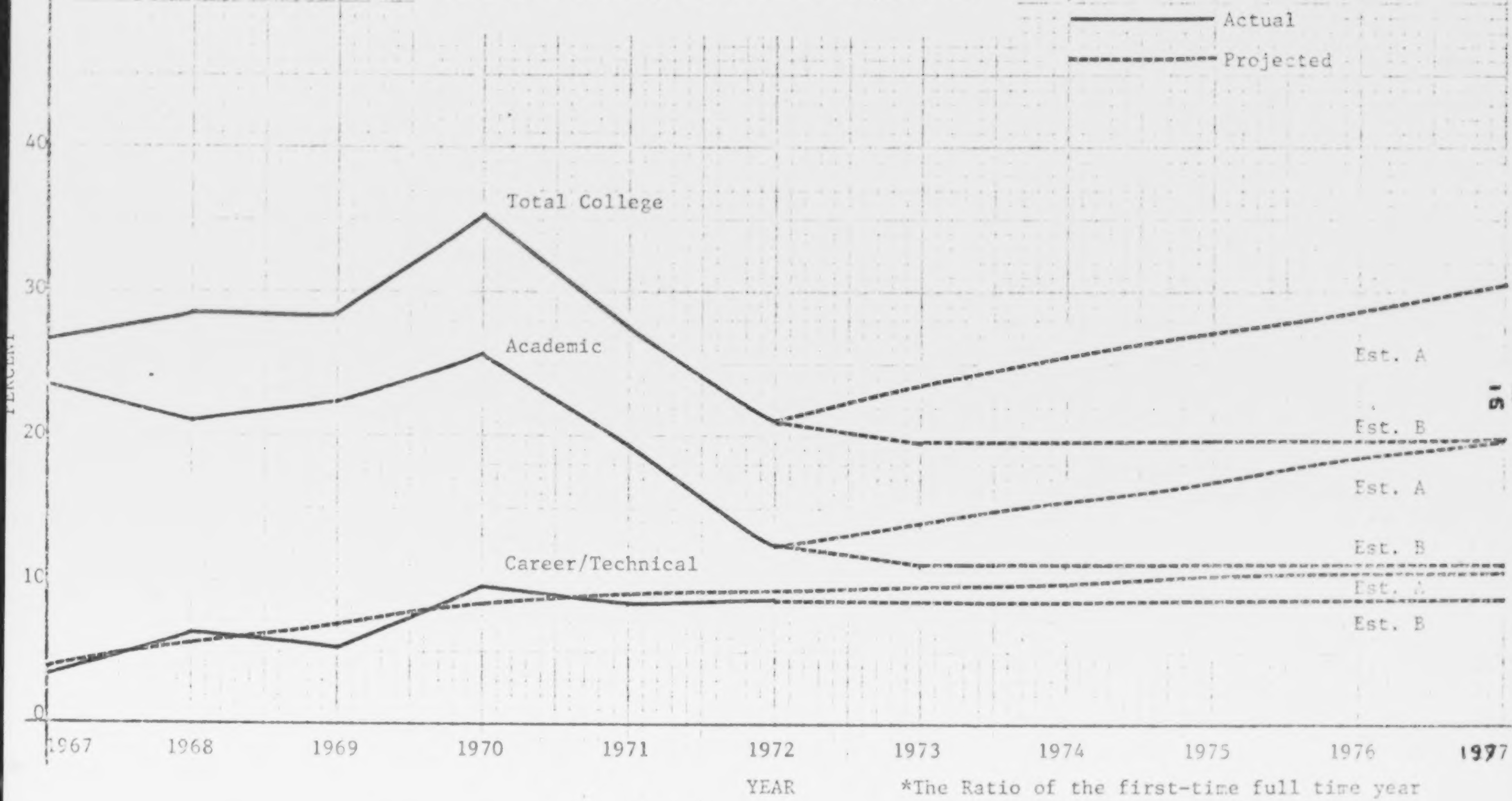
	67/68	68	69	70	71	72	73	74	75	76	77
TOTAL FULL-TIME	433	463	457	586	542	433	A-473 B-443	523 462	568 481	590 483	619 493
TOTAL HEAD COUNT	433	463	490	604	650	555	A-597 B-565	646 585	692 605	714 607	744 616



Notes: In the near future (1-2 years), Estimate B is considered the "most likely" estimate, with a "most likely" estimate being a point between A and B in the more distant future.

SELKIRK COLLEGE PARTICIPATION RATES*

(Used in Generating Set I of the Projections)



*The Ratio of the first-time full time year one enrolment to the College Region June Grade 12 enrolment

GEOGRAPHICAL SOURCE OF SELKIRK COLLEGE (CASTLEGAR)

FIRST-TIME FULL TIME FIRST YEAR STUDENTS

- BY LOCATION OF PREVIOUS INSTITUTION ATTENDED -

Year	Year One Enrolment	First-Time Enrolment	SECONDARY SCHOOL EAST KOOTENAYS S.D. 1	2	3	4	18	86	TOTAL	WEST KOOTENAYS S.D. 7	9	10	11	12	TOTAL	OTHER B.C.	OTHER B.C. INSTITUTION	OTHER CANADIAN PROVINCE	OUTSIDE CANADA
1971	354	296	7	3	11	-	-	14	35	54	54	1	98	11	218	26	5	7	5
1972	307	252 (100.0%)	2	2	1	-	1	4	10 (4%)	34	51	7	86	11	189 (75%)	37 (15%)	7 (3%)	6 (2%)	3 (1%)

AGE DISTRIBUTION OF SELKIRK COLLEGE (CASTLEGAR)

1972 YEAR LEVEL ONE ENROLMENT

Programme	Enrolment	AGE DISTRIBUTION <17	18	19	20	21	22	23	24	≥25	17-19	>20	% Graduated from Gr. XII
Academic Full Time	169	20.7%	48.5%	13.0%	5.3%	2.9%	1.8%	1.8%	1.8%	4.1%	82.2%	17.8%	89%
Career/ Tech Full Time	140	13.6%	25.0%	26.4%	10.7%	7.2%	5.0%	2.8%	0.7%	8.6%	65.0%	35.0%	91%

Source: B.C. Department of Education Statistical Reporting Forms.

Discussion - Selkirk College (Castlegar)

As has been the case for the majority of post-secondary institutions in B.C., Selkirk College's academic enrolment has been declining the past couple of years. Furthermore, in a manner very similar to that of most B.C. colleges, the career-technical enrolment has been increasing. However, the increase in the technical area has not offset the academic decline, and the result has been a net decline in full-time enrolments at Selkirk College.

It is interesting to examine Selkirk College's enrolment relative to the region's grade twelve enrolment and total population. Notwithstanding the recent enrolment declines, the *proportion* of the West Kootenays grade twelve class that continued to Selkirk College in the 72/73 academic year was substantial relative to the similar proportion for other B.C. colleges (see page 42). The population base supporting Selkirk College is the smallest of all the colleges[*], and the potential enrolment difficulties associated with this situation is compounded by the fact that the municipality in which Selkirk College is located (Castlegar-Kinnaird) is by far the smallest college-supporting municipality in B.C.[**]

When one examines the graph of the in-region school district participation rates versus the distance between the school district and the college for all colleges, it indicates that in 72/73 the college participation rates from the school districts near Selkirk are among the highest for any of the B.C. non-metropolitan colleges[***] (i.e., excluding VCC (Vancouver), Camosun (Victoria), Capilano (West Vancouver) and Douglas (Surrey-Richmond)).

This same graph indicates, in general, that participation at the college from in-region school districts declines as the distance from the college increases. This is a "point-in-time analysis" only, and an examination of similar time-series data would likely be most interesting. Unfortunately these data are not readily available.

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[*] 1971 Population, West Kootenays - 61,824
Next lowest population base, Cariboo College area - 105,616.

[**] Castlegar-Kinnaird 1971 population - 5918
Next smallest college-based municipality, Kelowna (prior to amalgamation) - population 19,400.

[***] See graph on page 65.

The above observation would seem to indicate that the enrolment decline at Selkirk College has not been more severe relative to the supporting population than that of other provincial colleges. The declining proportion of grade twelve students continuing to post-secondary institutions seems to be the major cause of the enrolment declines, as there have been no major demographic shifts which would precipitate these recent declines.

A set of projections was produced assuming that there will be no major policy changes concerning Selkirk College (major course offering changes, changes in tuition structures or college region boundaries, etc.). They indicate very little growth in enrolments over the next five years. However, it must be mentioned that projecting enrolments for small colleges at the best of times requires a substantial amount of subjective input. The local, provincial and national trend of a low proportion of grade twelve students continuing to the tertiary educational level (relative to a few years ago), and the expected continuation of this trend in the near future, definitely affected these projections. (See the graph of participation rates for Selkirk College, page 15.) It is certainly conceivable that the participation rate will decline to a value lower than that recently registered. A substantial further decline would result in future enrolments lower than Estimate B. However, at the provincial level the participation rate does appear to be levelling off.

An estimate of the increased enrolment from the East Kootenay that might be expected at Selkirk College if that area becomes part of the Selkirk College region was derived. This was effected by examining in-region participation rates* at other colleges for school districts a comparable distance away.

---

*First Time Full Time Year One Enrolment as a proportion of the June Grade Twelve Enrolment

Since Selkirk College has ceased differentiating between tuition levels for in and out of region students, it is conceivable that the input from the East Kootenays might increase. Assuming a 5.0% to 7.5% participation rate from the East Kootenays to Selkirk College, there would be an increase next year of between 30 and 55 full-time students from the East Kootenays. If there is no change in the availability of academic and career/technical education in the East Kootenays in the near future, this number could reach a value of between 70 and 100 by 1977. This includes the effect these potential increases would have on second year enrolment. Considering the degree of association between Selkirk College and the East Kootenays in the past, it is the author's opinion that the lower of these estimates is more likely to be realized in the near future. However, if and/or when this relationship is strengthened, the higher degree of participation by the East Kootenay students is certainly conceivable.

C. SELKIRK COLLEGE (NELSON) VOCATIONAL ENROLMENT STATISTICS - Historical

A brief remark concerning vocational enrolment counts is perhaps in order. There are various types of enrolment counts in the vocational sector, and some are not well defined. The fact that vocational courses are by no means uniform in terms of length--from a few weeks to two years--and general type--upgrading, pre-apprentice, pre-employment, etc.--introduces many problems into the counting process.

Therefore, it is essential when comparing different vocational enrolments that one is certain the counts are the same type. There is often not a readily discernable relationship between different types of counts, such as that that exists between, say, headcount, full-time and part-time enrolment counts in the academic sector.

Major Observations:

1) In general, there has been a gradual increase in the Selkirk vocational school enrolment.
2) The majority of the students come from the West Kootenays (last year, approx. 65%).
3) A substantial number originate from the East Kootenays (last year, approx. 24%).
4) The participation by the population in the vocational school decreases as the distance from the school increases.
5) At any particular time, approximately 15% of the enrolment is apprenticeship-associated enrolment.
6) Projections were not produced. The limited understanding at this point of the many factors which affect vocational enrolments--Canada Manpower decisions regarding the purchasing of vocational training, the enrolment constraints applied, student demand for vocational training, etc.--would render any projections extremely suspect.

A. APPROXIMATE YEARLY FULL-TIME VOCATIONAL AND ART SCHOOL ENROLMENTS AT SELKIRK COLLEGE (NELSON)

Course	Approx. Length of Course	Status	69/70	70/71	71/72
Art	Commercial - 10 m Fine Arts 2-4 yrs	Pre-Employment	152	148	203
Automotive Mechanics	5 months	Pre-Apprentice	30	43	35
Beauty Culture	7 months	Pre-Employment	42	42	43
General Commercial	5 months	Pre-Employment	43	56	46
Secretarial	9-10 months	Pre-Employment	11	9	8
Heavy Duty Mechanics	6 months	Pre-Apprentice	54	57	47
Practical Nursing	12 months	Pre-Employment	105	112	134
Welding	10 months	Pre-Employment	16	18	85
Millwright	6 months	Pre-Apprentice	38	77	45
Sub-Total Non-Upgrading Courses			491	562	646
Carpentry Upgrading	Variable		28	16	15
Commercial Upgrading	3-5 months			42	24
H-D Mechanic Upgrading	Variable			-	12
Millwright Upgrading	Variable			-	15
Welding Upgrading	Variable		150	172	112
Sub-Total Upgrading			178	230	178
Basic Training for Skill Development	Variable to 5 months		149	249	210
*TOTAL			818	1041	1034

*WELDING TESTS EXCLUDED

Source: Public School Annual Reports

SELKIRK COLLEGE (NELSON) VOCATIONAL AND ART SCHOOL ENROLMENTS

B. FULL-TIME ENROLMENTS AS OF THE MONTH END

	1969				1970				1971				1972				1973
	Jan	April	July	Oct	Jan	April	July	Oct	Jan	April	July	Oct	Jan	April	July	Oct	Jan
Nelson Vocational and Art School	278	238	98	331	312	259	114	370	337	250 (Est)	121	380	337	258	116	344	460
*Percent Manpower Supported (Average over the 4 month-end figures)	51.5%				49.8%				48.9% (Est)				45.7%				
*Percent of the Month End Enrolment in Pre-Apprentice or Apprenticeship Courses (Average over the 4 month-end figures)	12.2%				15.1%				14.9%				15.2%				

Source: Monthly reports submitted to the Vocational Division of the Department of Education

*The Percentages computed here should not be interpreted as meaning the percent of the total yearly enrolment in this category. Rather, they should be interpreted as indicating the percent of the month-end enrolment (a point-in-time count) that was in a specific category, averaged over the four months indicated.

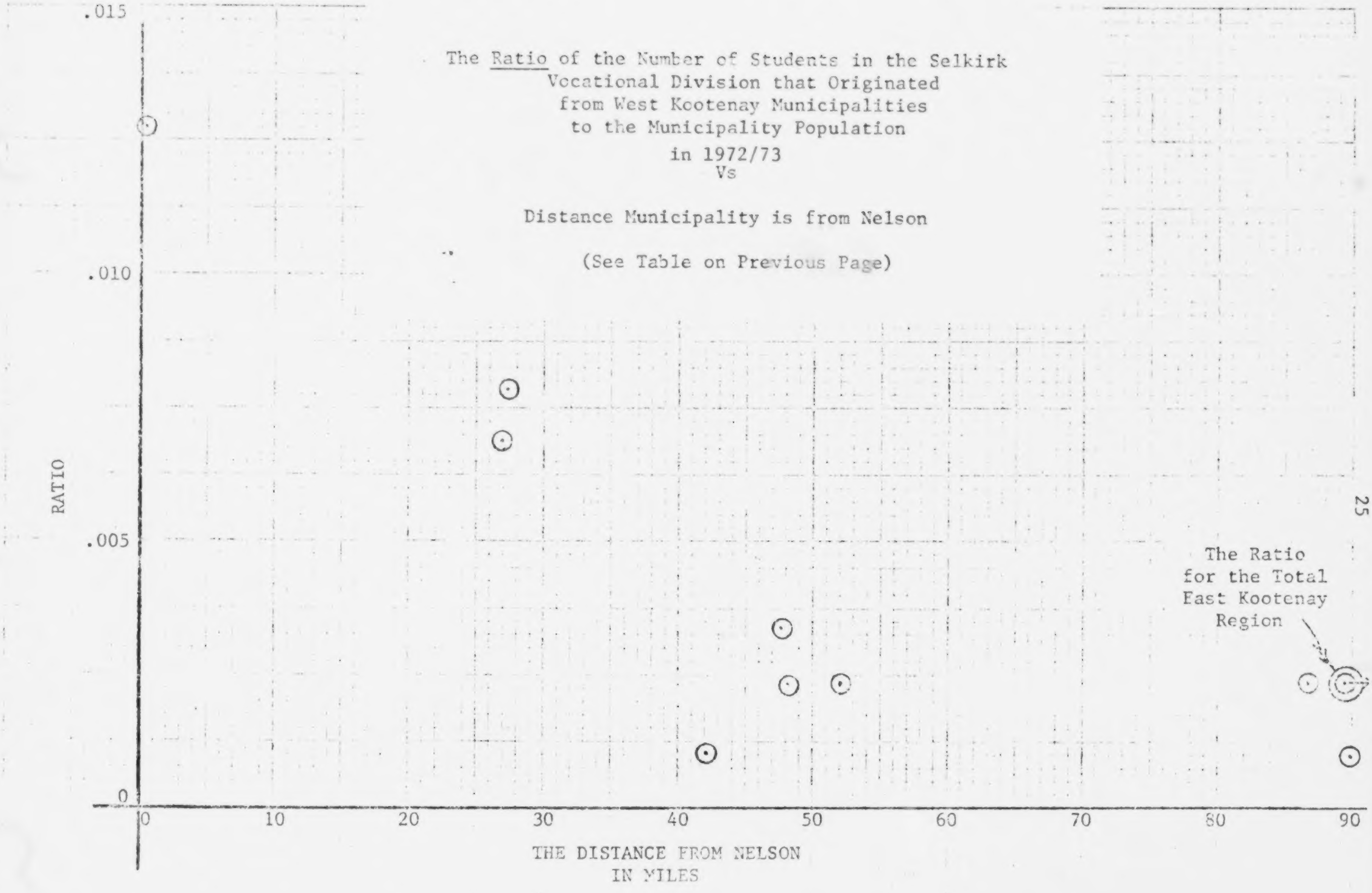
GEOGRAPHICAL SOURCE OF SELKIRK VOCATIONAL DIVISION (NELSON) ENROLMENT BY SCHOOL DISTRICT

Region	The Number of Students Originating from the Region	The Number as a Percent of the Total	The Number as a Percent of the June, 1971 population of the Region
WEST KOOTENAYS			
S.D. 7 - Nelson	241	37.3%	1.31%
S.D. 9 - Castlegar	85	13.2%	0.79%
S.D. 10 - Arrow Lakes	7	1.0%	0.18%
S.D. 11 - Trail	72	11.1%	0.31%
S.D. 12 - Grand Forks	11	1.7%	0.19%
TOTAL	416	64.4%	0.67%
EAST KOOTENAYS	153	23.6%	0.26%
THE REST OF B.C.	66	10.2%	--
OUT OF THE PROVINCE	11	1.7%	--
TOTAL	646	100.0%	--

Source: Selkirk College Administration

Note: The enrolment is the approximate total enrolment for last year.

These data are presented in a graphical form on the following page, with the School Districts broken down into their respective Municipalities.



The Ratio of the Number of Students in the Selkirk
Vocational Division that Originated
from West Kootenay Municipalities
to the Municipality Population
in 1972/73
Vs

Distance Municipality is from Nelson

(See Table on Previous Page)

D. NOTRE DAME UNIVERSITY ENROLMENT STATISTICS - Historical and Projected

Major Observations - Historical

1) The total full-time academic enrolment has decreased substantially over the past two years.
2) The retention rate between years one and two--the ratio of the second year enrolment to the first year enrolment the previous year--has been declining for the past few years.
3) The majority of the first year students are recent secondary school leavers (in 72/73, 71% of the class was age 19 or younger).
4) Only a small proportion of the first year class originates from the West Kootenay area (in 72/73, 11%).
5) The first year level enrolment does not originate principally from any one geographical region, but rather students come from numerous geographical areas. (In 72/73, 57% of the first year class came from B.C. secondary schools dispersed throughout the province (See Participation Rates table), 18% from other provinces, 18% from outside of Canada, and 7% from other B.C. educational institutions.)

Major Observations - Projections

1) Assuming no major policy change regarding Notre Dame University, the projections indicate very little growth in the near future.

FEBRUARY,1973

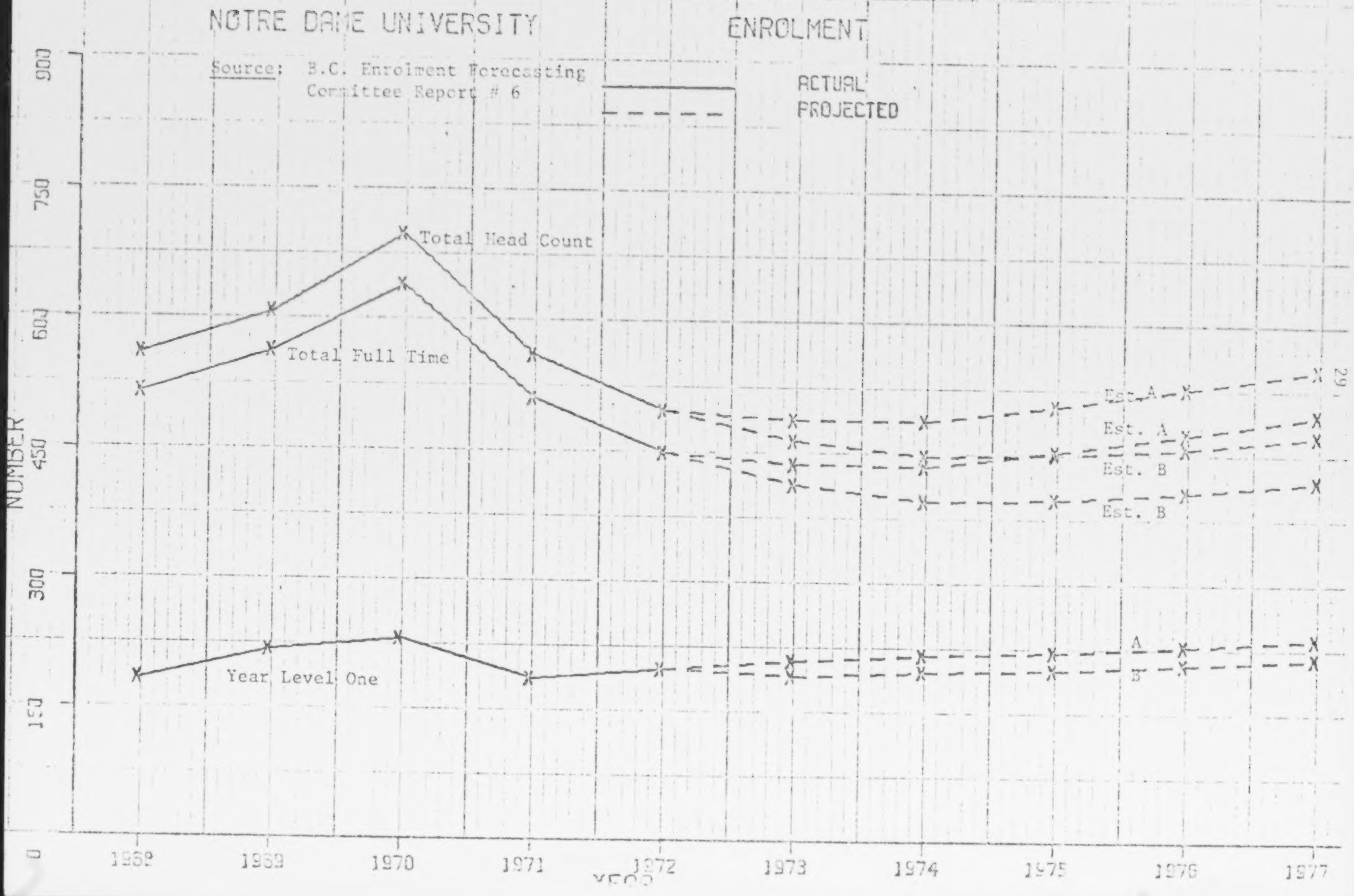
NOTRE DAME UNIVERSITY DECEMBER 1ST ENROLMENTS

YEAR		YEAR LEVEL 1	2	3	4	5	6	7	MASTERS	PHD	UNDER -GRAD FULL TM	GRAD FULL-TIME	TOTAL FULL-TIME	UNGRD PART-TIME	GRAD PART-TIME	TOTAL HEAD-COUNT	SPECIAL HEAD-COUNT
					- - - - ACTUAL - - - -												
1967		245 .61	128	102	63	3	-	-	-	-	541	-	541	27	-	568	-
1968		183 .76	149	88	87	7	-	-	-	-	514	-	514	46	-	560	-
1969		218 .64	139	114	79	12	-	-	-	-	562	-	562	45	-	607	-
1970		231 .50	139	145	93	31	-	-	-	-	639	-	639	58	-	697	-
1971		186 .45	115	102	89	18	-	-	-	-	510	-	510	50	-	560	-
1972		192	62	85	78	4	-	-	-	-	441	-	441	48	-	459	-
					- - - - PROJECTED - - - -												
1973	EST A	208	90	61	68	9	-	-	-	-	436	-	436	51	-	487	-
1973	EST B	190	84	61	68	9	-	-	-	-	412	-	412	51	-	463	-
1974	EST A	216	97	66	48	8	-	-	-	-	435	-	435	52	-	487	-
1974	EST B	196	81	62	48	8	-	-	-	-	395	-	395	52	-	447	-
1975	EST A	221	103	71	52	6	-	-	-	-	453	-	453	52	-	505	-
1975	EST B	200	83	60	49	6	-	-	-	-	398	-	398	52	-	450	-
1976	EST A	228	108	76	56	6	-	-	-	-	474	-	474	52	-	526	-
1976	EST B	207	85	61	47	6	-	-	-	-	406	-	406	52	-	458	-
1977	EST A	237	114	79	60	7	-	-	-	-	497	-	497	52	-	549	-
1977	EST B	215	88	63	48	6	-	-	-	-	420	-	420	52	-	472	-

NOTES: 1)PART-TIME ENROLMENT FIGURES INCLUDE ALL ON AND OFF CAMPUS PART-TIME STUDENTS, BUT EXCLUDES SUMMER AND INTER-SESSION PART-TIME STUDENTS

HISTORICAL DATA SOURCE: B.C. PRIVINCIAL GOVERNMENT STATISTICAL REPORTING FORMS

PROJECTIONS SOURCE: "PROJECTIONS OF POST-SECONDARY ENROLMENTS FOR B.C.",
B.C. ENROLMENT FORECASTING COMMITTEE REPORT # 6



Source: B.C. Enrolment Forecasting Committee Report # 6

PARTICIPATION RATES* FROM FORECASTING AREAS TO NDU

Actual and Projected

	Forecasting Area **	Actual						Projected					
		67	63	69	70	71	72	Estimate	73	74	75	76	77
A	Vancouver	0.2%	0.2%	-	0.1%	-	-	A	-	-	-	-	-
								B	-	-	-	-	-
B	Douglas	0.1	0.1	0.1	0.1	-	-	A	-	-	-	-	-
								B	-	-	-	-	-
C	Capilano	-	-	-	-	-	-	A	-	-	-	-	-
								B	-	-	-	-	-
D	S.Vanc.Is.	-	-	-	-	-	-	A	-	-	-	-	-
								B	-	-	-	-	-
E	Malaspina	-	-	-	-	-	-	A	-	-	-	-	-
								B	-	-	-	-	-
F	N.Vanc.Is.	0.1	0.1	0.1	0.6	0.3	0.1	A	0.2	0.2	0.2	0.2	0.2
								B	0.2	0.2	0.2	0.2	0.2
G	S. Coast	0.4	0.6	0.5	0.3	-	-	A	-	-	-	-	-
								B	-	-	-	-	-
H	Fraser Val.	-	0.3	0.1	0.3	0.3	0.2	A	0.2	0.2	0.2	0.2	0.2
								B	0.2	0.2	0.2	0.2	0.2
I	Okanagan	1.0	1.5	0.8	0.9	0.5	1.3	A	1.4	1.4	1.4	1.4	1.4
								B	1.0	1.0	1.0	1.0	1.0
J	Selkirk	5.4	2.7	2.8	3.2	2.8	1.8	A	2.3	2.3	2.3	2.3	2.3
								B	1.7	1.7	1.7	1.7	1.7
K	E.Kootenay	5.6	2.9	1.8	2.1	1.7	2.4	A	2.2	2.2	2.2	2.2	2.2
								B	2.2	2.2	2.2	2.2	2.2
L	Cariboo	0.4	0.9	1.1	0.6	0.3	0.7	A	0.6	0.6	0.6	0.6	0.6
								B	0.6	0.6	0.6	0.6	0.6
M	N.Caledonia	0.7	0.3	0.7	0.3	0.3	0.4	A	0.3	0.3	0.3	0.3	0.3
								B	0.3	0.3	0.3	0.3	0.3
N	N. Coast	-	-	-	0.4	1.3	1.1	A	1.3	1.3	1.3	1.3	1.3
								B	1.2	1.2	1.2	1.2	1.2
O	Peace River	0.3	-	0.2	0.2	0.5	0.8	A	0.9	0.9	0.9	0.9	0.9
								B	0.6	0.6	0.6	0.6	0.6
	All of B.C.	0.5	0.4	0.4	0.4	0.3	0.4	N.A.					

---

*First-time full time year level one enrolment at NDU that graduated from the area's secondary schools as a proportion of the area's June Grade XII enrolment.

**See page 40 for the area definitions.

GEOGRAPHICAL SOURCE OF FIRST YEAR NOTRE DAME UNIVERSITY STUDENTS

- BY LOCATION OF PREVIOUS INSTITUTION ATTENDED -

		SECONDARY SCHOOL																	
		EAST KOOTENAYS							WEST KOOTENAYS										
		School District							School District						Other B.C. Sec. School	"Other" B.C. Institution	Other Province in Canada	Outside Canada
Year	Enrolment	1	2	3	4	18	86	Total	7	9	10	11	12	Total				
Fall of 1969	218	8	1	2	-	2	1	14 (6.4%)	20	2	1	1	5	29 (13.3%)	65 (29.8%)	23 (10.6%)	32 (14.7%)	Hong Kong-25 USA -23 Oth.- 7 TOT.-55 (25.2%)
1970 *	231	8	2	1	-	3	-	14 (6.1.%)	27	1	-	3	3	34 (14.7%)	83 (35.9%)	- -	52 (22.5%)	H.K.-25 USA -17 Oth.- 6 TOT.-48 (20.8%)
1971	186	6	3	4	-	1	-	14 (7.5%)	22	-	3	2	3	30 (16.1%)	38 (20.4%)	6 (3.2%)	36 (19.4%)	H.K.-33 USA -21 Oth.- 8 TOT.-62 (33.3%)
1972	192 (100.0%)	2	7	1	2	7	-	19 (10.0%)	19	-	-	2	-	21 (10.9%)	70 (36.4%)	13 (6.8%)	35 (18.2%)	H.K.-15 USA -14 Oth.- 4 TOT.-34 (17.7%)

Source: B.C. Department of Education Statistical Reporting Forms.

* The figures for this year may be in error.

AGE DISTRIBUTION OF NOTRE DAME UNIVERSITY

1972 YEAR LEVEL ONE FULL-TIME ENROLMENT

Enrolment	Age Distribution											% Graduated From Secondary School
	≤ 17	18	19	20	21	22	23	24	≥ 25	17-19	≥ 20	
192	4.7%	45.3%	20.3%	9.4%	7.8%	3.1%	3.6%	3.1%	2.1%	70.8%	29.2%	95%

Discussion

The declining academic enrolments in Notre Dame are not unique to that institution, as every B.C. university has experienced similar declines over the past two years or so. However, in terms of the annual percent decline in enrolment, Notre Dame's decline is slightly more severe than that at other universities. As a result of Notre Dame's historically small full-time enrolment, a relatively small decline in terms of absolute numbers represents a large percentage decline.

The nature of the enrolment decline at NDU is somewhat different than that of other B.C. universities. The decline in total enrolments at the other B.C. universities was induced by a gradual decline in year level one enrolments over a number of years. As these declining first-year enrolments progressed through the four to seven year levels, the result was an eventual and somewhat sustained decline in total enrolment.

In Notre Dame's case, although there has been the occasional decline in first year enrolment, there is not a history of persistent declines. Rather, the proportion of the first year enrolment continuing to higher years has been consistently diminishing, hence causing the decreasing total enrolments. Although there is some evidence of decreasing retention rates in some areas of the other B.C. universities, they are not nearly as marked as in Notre Dame's case.

The Projections

The projections have been produced on the premise that there would be no major change in Notre Dame's operating procedures--course offerings, tuition fees, etc.

Estimate B assumes a continuation in the lower value of the year level one to two retention rate, with a relatively stable year level one enrolment (derived from the participation rates listed on page 30).

Estimate A employs a slightly higher value for the retention rate, with a steadily increasing year level one enrolment.

As was mentioned previously, producing projections for institutions with small enrolments is a speculative venture, as factors which would have a small effect on larger enrolments can affect small enrolments substantially. Policy decisions or actions concerning factors under the control of the institution could, at a small institution, induce fairly consequential changes in the total enrolment levels, hence rendering the projections incorrect.

It is also necessary to examine factors external to the institution, such as students' preferences for academic post-secondary education. Little evidence has been detected to support a thesis that there will be, in the near future, a radical shift back to the higher levels of student participation at the tertiary educational level that were evident a few years ago. The degree of uncertainty associated with potential participation levels in the more distant future is quite high.

E. GRADE TWELVE: ENROLMENTS AND POST-SECONDARY DESTINATIONS

Major Observations:

1) As is the case with their respective populations, the West Kootenay projection indicates a reasonably stable grade twelve enrolment, while the East Kootenay projection indicates substantial growth.

2) Estimates of the proportion of the grade twelve enrolments continuing to college or university in 1972 indicate that the proportion in the West Kootenays was somewhat higher than the provincial average (in 1972, 34% vs. a provincial average of 29%), while in the East Kootenays the proportion was slightly lower (25% vs. 29%).

3) The same estimates indicate that, *in general*, the proportion of the grade twelve population continuing to a university in college regions is as large as in non-college regions. However, there is no way of knowing what the percentages would indicate if the colleges were not in existence.

4) The responses from a province-wide grade twelve survey conducted in the spring of 1972 indicate that approximately 5.5% of the provincial grade twelve population planned to continue to vocational training the following year. The percentages for the Kootenays were: the East Kootenays - 7.7%; the West Kootenays - 6.7%. This would represent a total of 68 students from the West Kootenays, and 51 students from the East Kootenays in 1972/73.

   Including the responses of the students who indicated "maybe" they would continue to vocational training as well as those for students indicating "yes" they would continue, the percentages mentioned above increased to 21% for the West Kootenays and 17% for the East Kootenays.

   It should be stressed that the question was phrased "What are your plans...", not "What would you prefer, regardless of available facilities".

5) When the percentage of the grade twelve population that indicated they planned to attend vocational school for regions with and without

vocational schools is examined, the difference is not substantial (provincial totals: 5.8% for regions with vocational schools, 5.3% without).

However, many of the regions are so large that the presence of a vocational school may not have an influence on a large proportion of the population. Furthermore, these are indicated intentions, not after-the-fact data.

6) The same survey indicated that a larger proportion of East Kootenays' students chose as their first institutional choice an out-of-province institution than students in any other region in B.C. (12.4% vs. a provincial proportion of 3.1%).

JUNE GRADE XII ENROLMENTS

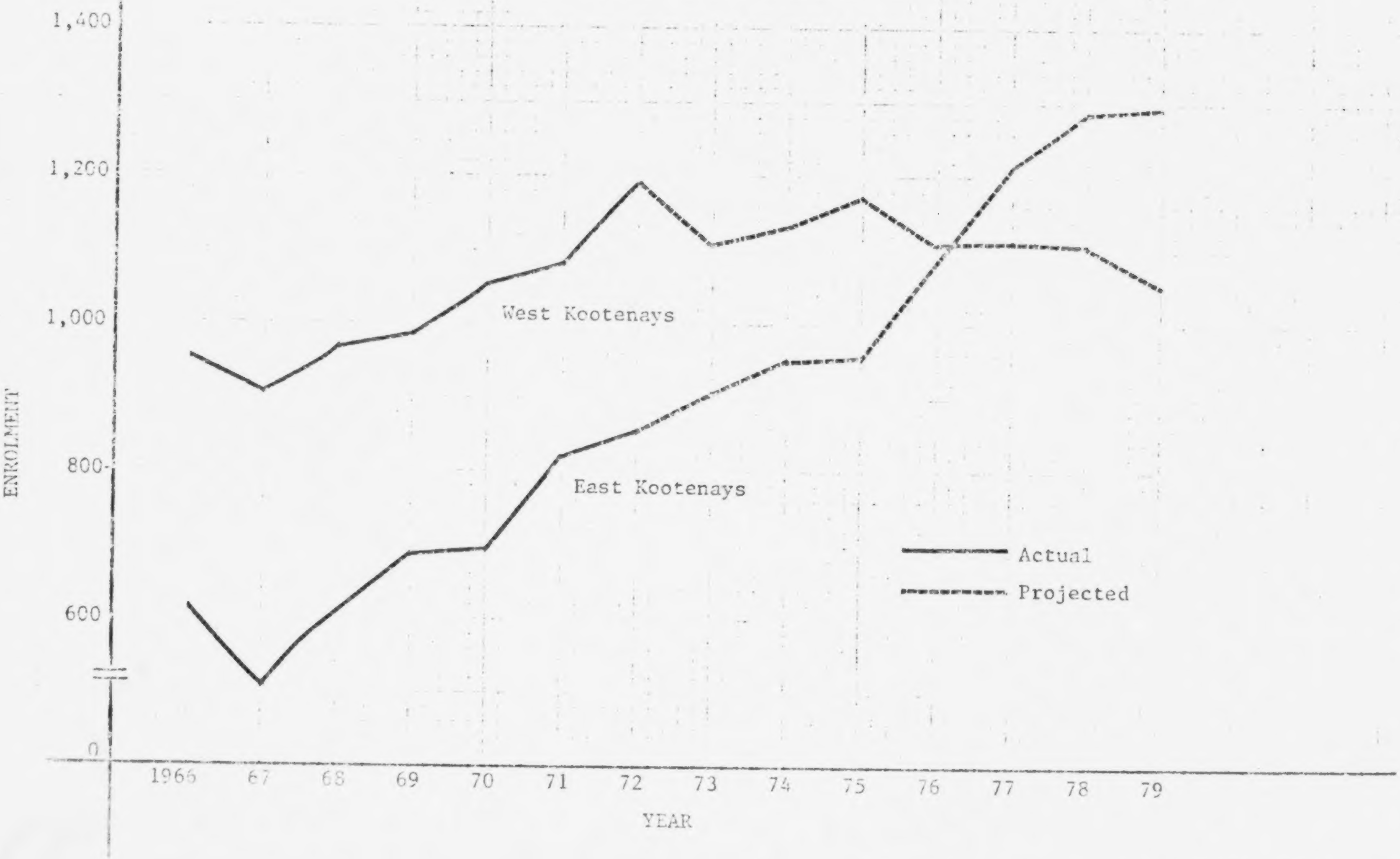
Year	School District												
	7	9	10	11	12	Total W. Kootenays	1	2	3	4	18	86	Total E. Kootenays
1966	282	156	37	415	64	954	93	117	191	43	44	130	618
67	243	158	35	383	82	901	67	105	149	30	36	117	504
68	247	181	47	387	101	963	93	144	159	41	51	119	607
69	283	183	35	387	95	983	94	160	171	31	51	164	671
70	313	192	50	406	95	1056	87	234	128	49	56	127	681
71	340	188	43	387	122	1080	107	239	199	51	53	171	820
72	404	204	48	450	90	1196	113	250	177	78	88	150	856
- - - - - - - Projected - - - - - - -													
73	349	170	58	426	103	1106	130	286	173	64	71	180	904
74	388	183	41	400	121	1133	160	287	176	82	79	163	947
75	418	160	47	408	133	1166	184	262	191	60	77	178	952
76	338	158	46	418	145	1105	219	303	198	64	93	206	1083
77	356	165	59	401	132	1113	257	391	216	71	89	192	1216
78	356	156	55	384	151	1102	306	395	202	93	103	182	1281
79	309	147	56	394	146	1052	335	400	197	85	104	170	1291

Source: Dept. of Education Projections

Produced by the B.C. Research Council, Oct. 1972

JUNE GRADE XII ENROLMENTS

- HISTORICAL AND PROJECTED -

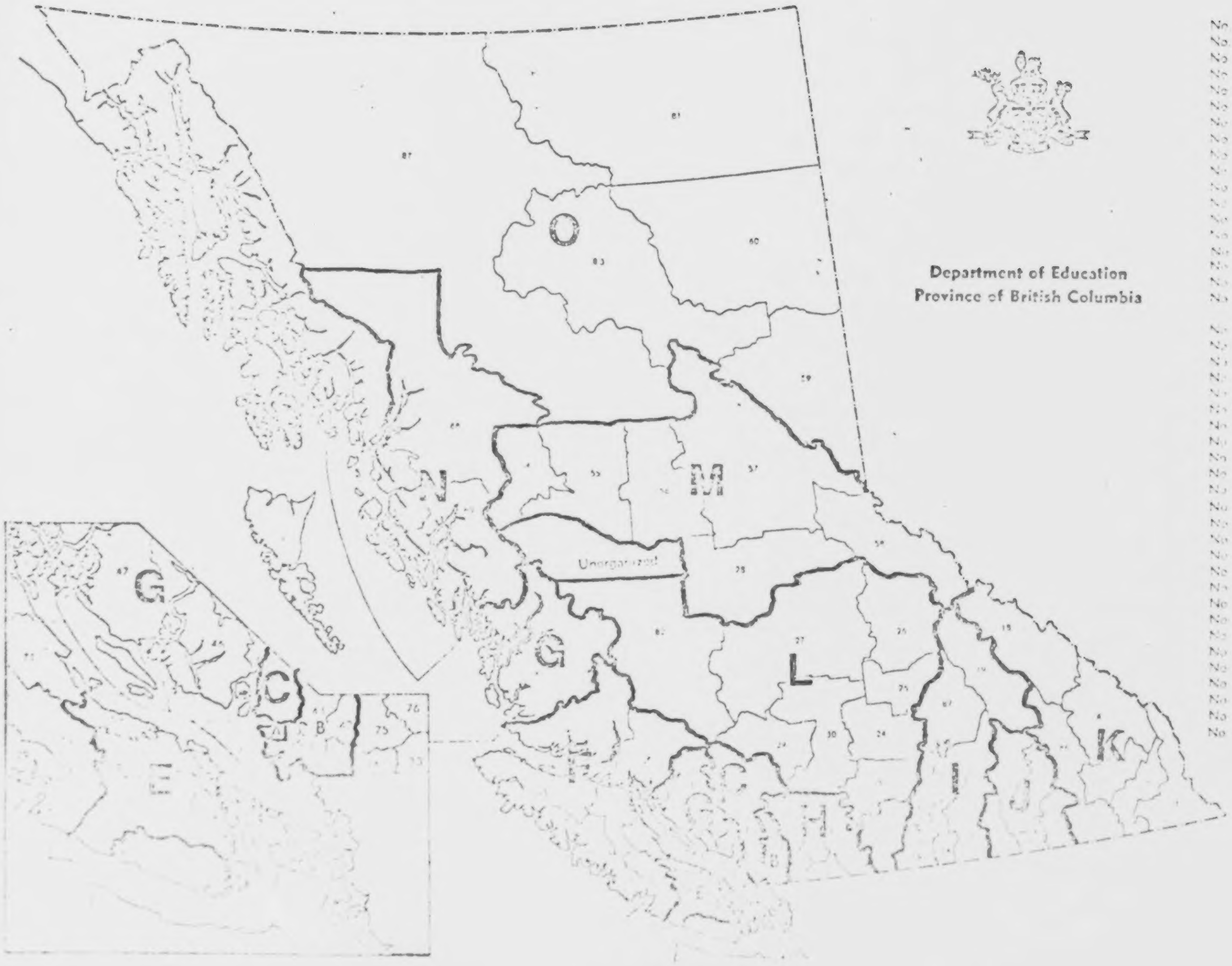


Source: B.C. Research Council, October 1972

REGIONAL DEFINITIONS

Letter	Name of Area	School Districts
A	Vancouver	39
B	Douglas College Area (Fraser Valley West)	35, 36, 37, 38, 40, 41, 42, 43
C	Capilano College Area	44, 45, 48
D	South Vancouver Island	61, 62, 63, 64
E	Malaspina Area	65, 66, 68, 69
F	North Vancouver Island	70, 71, 72, 84, 85
G	South Coast Area	46, 47, 49
H	Fraser Valley East	32, 33, 34, 75, 76
I	Okanagan College Area	13, 14, 15, 16, 19, 21, 22, 23, 77, 89
J	Selkirk College Area	7, 9, 10, 11, 12
K	East Kootenay	1, 2, 3, 4, 18, 86
L	Cariboo College Area	24, 26, 27, 29, 30, 31, 17
M	New Caledonia College Area	54, 55, 56, 57, 28
N	North Coast Area	50, 52, 80, 88
O	Peace River Area	59, 60, 81, 87

MAP OF REGIONAL BOUNDARIES



Department of Education
Province of British Columbia

School Districts

No. 1 (Fernie)
No. 2 (Cranbrook)
No. 3 (Kimberley)
No. 4 (Windermere)
No. 7 (Nelson)
No. 8 (Slocan)
No. 9 (Castlegar)
No. 10 (Arrow Lakes)
No. 11 (Trail)
No. 12 (Grand Forks)
No. 13 (Kettle Valley)
No. 14 (Southern Okanagan)
No. 15 (Penticton)
No. 16 (Keremeos)
No. 17 (Princeton)
No. 18 (Golden)
No. 19 (Revelstoke)
No. 21 (Armstrong-Spallumcheen)
No. 22 (Vernon)
No. 23 (Kelowna)
No. 24 (Kamloops)
No. 25 (Barriere)
No. 26 (Birch Island)
No. 27 (Williams Lake)
No. 28 (Quesnel)
No. 29 (Lillooet)
No. 30 (South Cariboo)
No. 31 (Merritt)
No. 32 (Fraser Canyon)
No. 33 (Chilliwack)
No. 34 (Abbotsford)
No. 35 (Langley)
No. 36 (Surrey)
No. 37 (Delta)
No. 38 (Richmond)
No. 39 (Vancouver)
No. 40 (New Westminster)
No. 41 (Burnaby)
No. 42 (Maple Ridge)
No. 43 (Coquitlam)
No. 44 (North Vancouver)
No. 45 (West Vancouver)
No. 46 (Sechelt)
No. 47 (Powell River)
No. 48 (Howe Sound)
No. 49 (Ocean Falls)
No. 50 (Queen Charlotte)
No. 52 (Prince Rupert)
No. 54 (Smithers)
No. 55 (Burns Lake)
No. 56 (Vanderhoof)
No. 57 (Prince George)
No. 58 (McBride)
No. 59 (Peace River South)
No. 60 (Peace River North)
No. 61 (Greater Victoria)
No. 62 (Sooke)
No. 63 (Saanich)
No. 64 (Gulf Islands)
No. 65 (Cowichan)
No. 66 (Lake Cowichan)

No. 68 (Nanaimo)
No. 69 (Qualicum)
No. 70 (Alberni)
No. 71 (Courtenay)
No. 72 (Campbell River)
No. 75 (Mission)
No. 76 (Agassiz)
No. 77 (Summerland)
No. 79 (Ucluelet-Tofino)
No. 80 (Kitimat)
No. 81 (Fort Nelson)
No. 82 (Chilcotin)
No. 83 (Portage Mountain)
No. 84 (Vancouver Island West)
No. 85 (Vancouver Island North)
No. 86 (Creston-Kaslo)
No. 87 (Stikine)
No. 88 ([illegible] Cassiar)
No. 89 (Shuswap)

(Unattached)
Bamfield
Belmont Park
Comox Airport
University Hill

A DERIVED ESTIMATE* OF THE NUMBER AND PROPORTION OF GRADE TWELVE STUDENTS CONTINUING TO UNIVERSITIES AND COLLEGES

In the Fall of 1972 (See page 38 for the Regional Definitions)

Region	B.C. Commun. College Acad./Career	BCIT	SFU**	UVic	NDU	UBC	Total B.C. University	Univ. or College outside of B.C.	Total	1972 June Gr. XII Enrolment	Total as a % of June Gr. XII Enrolment
A Vancouver	816 (16%)	172 (3%)	53	15	-	831	899 (17.7%)	102 (2%)	1989	5072	39%
B Douglas College	865 (10%)	228 (3%)	·348	15	4	550	917 (10.4)	98 (1%)	2108	8768	24%
C Capilano College	482 (20%)	77 (3%)	84	15	6	349	454 (18.4)	48 (2%)	1061	2460	43%
D South Vanc. Island	236 (8%)	49 (2%)	7	571	-	28	606 (19.8)	62 (2%)	953	3055	31%
E Malaspina College	298 (20%)	40 (3%)	3	78	2	52	135 (9.1)	29 (2%)	502	1488	34%
F North Vanc. Island	71 (5%)	18 (1%)	9	86	2	78	175 (12.9)	28 (2%)	292	1357	22%
G South Coast	27 (6%)	16 (3%)	4	8	-	36	48 (10.3)	4 (1%)	95	467	20%
H Fraser Valley	72 (5%)	36 (2%)	32	9	3	121	165 (10.4)	36 (2%)	309	1584	20%
I Okanagan College	344 (15%)	62 (3%)	12	68	31	164	275 (11.7)	72 (3%)	753	2342	32%
J Selkirk College	214 (18%)	32 (3%)	9	39	21	57	126 (10.6)	37 (3%)	409	1192	34%
K East Kootenays	21 (3%)	15 (2%)	5	22	19	49	95 (12.0)	69 (9%)	200	792	25%
L Cariboo College	166 (11%)	32 (2%)	10	19	10	66	105 (7.0)	19 (1%)	313	1498	21%
M College of New Caled.	131 (9%)	16 (1%)	6	14	6	61	87 (5.6)	10 (1%)	244	1547	16%
N North Coast	21 (3%)	5 (1%)	5	23	7	44	84 (13.1)	6 (1%)	116	640	18%
O Peace River	23 (4%)	8 (1%)	6	5	5	32	48 (7.4)	40 (6%)	119	648	18%
	3787 (11.5%)	797(2.4%)	593	992	116	2518	4219 (12.8)	660 (2%)	9463	32,978	29%

DERIVATION OF THE ESTIMATES IN THE "PROPORTION OF GRADE TWELVE CONTINUING TO COLLEGE OR UNIVERSITY" TABLE

The figures in this table are for the most part not precise figures, but rather are estimates derived by combining a number of statistics in various ways. For this reason, the absolute values and percentages should be viewed as "order-of-magnitude" estimates only, and not precise figures.

Although the technique used to derive the estimates differed according to institution type, the major statistics employed in deriving the estimates were:

a. First-time full time year level one enrolment by secondary school last attended
b. Elapsed time since leaving secondary school
c. The proportion of the first year students that are secondary school graduates.

An estimate of the number of students who attend institutions out of the province was obtained from the Donner Foundation Grade Twelve Survey conducted in the spring of 1972.

It should be mentioned that the percentages are based on June grade twelve enrolments. As these figures are usually 10% to 15% higher than the actual year-end enrolment, the percentages indicated here are likely a little low, relative to those which would be derived based on the *actual* year-end grade twelve enrolment.

AN ESTIMATE OF THE NUMBER AND PROPORTION OF THE KOOTENAYS' GRADE TWELVE STUDENTS CONTINUING TO UBC, UVic, SFU, AND NDU

1967-1972

From the West Kootenays To:	Continuing to University for the Year: 1967/1968	1968	1969	1970	1971	1972
UBC	79 (8.8%)	74 (7.7%)	81 (8.3%)	54 (5.1%)	56 (5.2%)	57 (4.8%)
UVic	25 (2.8%)	33 (3.4%)	30 (3.1%)	30 (2.8%)	18 (1.7%)	39 (3.3%)
SFU	15 (1.7%)	10 (1.0%)	7 (0.7%)	7 (0.7%)	5 (0.5%)	9 (0.7%)
NDU	49 (5.4%)	26 (2.7%)	28 (2.8%)	34 (3.2%)	30 (2.8%)	21 (1.8%)
TOTAL	168 (18.7%)	143 (14.8%)	146 (14.9%)	125 (11.8%)	109 (10.2%)	126 (10.6%)

From the East Kootenays To:	1967/1968	1968	1969	1970	1971	1972
UBC	66 (13.1%)	71 (11.7%)	72 (10.7%)	64 (9.4%)1	64 (7.8%)	49 (6.2%)
UVic	45 (8.9%)	50 (8.2%)	27 (4.0%)	34 (5.0%)	23 (2.8%)	22 (2.8%)
SFU	23 (4.6%)	14 (2.3%)	4 (0.6%)	7 (1.0%)	6 (0.7%)	5 (0.6%)
NDU	28 (5.5%)	18 (3.0%)	12 (1.8%)	14 (2.0%)	14 (1.7%)	19 (2.4%)
TOTAL	162 (32.1%)	153 (25.2%)	115 (17.1%)	119 (17.4%)	111 (13.0%)	95 (12.0%)

Note: ( ) - The percent in the bracket represents the number as a percent of the regional June Grade Twelve enrolment.

THE 1971 JUNE GRADE TWELVE ENROLMENT
COMPARED WITH THE
15-19 AGE GROUP POPULATION

Area	1971 June Grade Twelve Enrolment	1971 June 15-19 Age Group Population	Percent: Enrolment/ Population
East Kootenays	820	5,789	14.2%
West Kootenays	1,080	6,445	16.7%
All of B.C.	30,830	201,125	15.4%

PERCENT DISTRIBUTION OF RESPONSES BY GRADE XII STUDENTS

WHO INDICATED THEY WERE GOING TO CONTINUE THEIR EDUCATION THE FOLLOWING YEAR

The Question: "What are your plans for further education or training after leaving secondary school?"

Source: Donner Foundation Grade XII Survey, Spring of 1972.

Forecasting* Region	Estim. Enrol.	Sample Size	% that indicated they planned to Cont.	Bus. Sch. A	Tech. Inst. B	Voc., Art, Trade C	Total Voc., Art & Trade C + G D	Comm. College U/T E	Car. F	Voc. G	Total Comm. College E+F+G H	Univ. I	Total Academic E + I J	Other
A-Vancouver	4665	3309	49.3	0.8	4.9	4.8	5.5	8.1	3.6	0.7	12.4	23.8	31.9	2.6
B-Douglas	6872	4599	37.3	1.3	4.3	5.0	5.6	5.2	2.4	0.6	8.2	14.9	20.1	3.3
C-Capilano	2166	1334	51.2	1.0	2.7	4.0	5.2	10.0	4.7	1.2	15.9	23.5	33.5	4.1
D-S.Vanc.Is.	2704	1881	41.9	1.0	3.4	3.8	4.9	4.3	3.4	1.1	8.8	21.2	25.5	3.7
E-Malaspina	1364	715	39.3	1.5	7.3	5.9	6.7	6.5	3.0	0.8	10.3	10.9	17.4	3.4
F-N.Vanc.Is.	1394	771	37.7	1.1	5.6	4.0	4.7	3.2	1.5	0.7	5.4	16.4	19.6	5.2
G-S. Coast	379	324	31.8	0.8	7.3	3.7	3.7	1.8	1.8	-	3.6	12.8	14.6	3.6
H-Fras.Val.E.	1319	995	35.1	0.3	4.5	4.9	5.1	2.5	1.9	0.2	4.6	15.2	17.7	5.6
I-Okanagan	1905	1481	41.6	1.5	5.3	4.5	7.2	7.5	3.8	1.7	13.0	13.0	20.5	4.3
J-Selkirk	1026	727	47.2	3.5	4.3	5.6	6.7	9.3	5.4	1.1	15.8	14.5	23.8	3.5
K-E.Kootenay	664	524	45.1	3.2	5.9	6.4	7.7	2.6	4.7	1.3	8.6	16.9	19.5	4.1
L-Cariboo	1071	757	40.2	1.3	5.0	4.7	8.0	8.0	4.6	1.3	13.9	11.9	19.9	3.4
M-N. Caled.	1045	805	35.9	0.6	6.1	3.3	4.6	5.9	4.2	1.3	11.4	9.9	15.8	4.6
N-N. Coast	295	235	35.3	0.8	5.4	2.9	3.2	3.8	2.5	0.3	6.6	17.2	21.0	2.4
O-Peace R.	449	334	33.3	0.3	2.4	3.6	6.0	5.1	2.1	2.4	9.6	15.1	20.2	2.3
All of B.C.	27563	18899	41.5	1.2	4.6	4.6	5.3	6.1	3.2	0.9	10.2	17.0	23.1	3.2

COMPARISON OF THE PROPORTION OF GRADE TWELVE STUDENTS WHO INDICATED THEY PLAN TO CONTINUE TO VOCATIONAL TRAINING:

Region with and without Vocational Schools

Source: Donner Foundation Grade XII Survey, Spring of 1972.

Area	Percent planning to obtain Vocational training	Estimated Gr. XII enrolment as of May	The no. planning to continue to Vocational training the following year
I Areas with Vocational Schools			
Vancouver	5.5%	4,665	256
Douglas College (Burnaby)	5.6%	6,875	384
South Vancouver Island	4.9%	2,704	132
Malaspino College	6.7%	1,364	91
Okanagan College	7.2%	1,905	137
Selkirk College	6.7%	1,026	68
Cariboo College	8.0%	1,071	86
College of New Caledonia	4.6%	1,045	48
North Coast	3.2%	295	9
		20,947	1,211 (5.8%)
II Areas without Vocational Schools			
Capilano	5.2%	2,166	112
North Vancouver Island	4.7%	1,394	66
South Coast	3.7%	379	14
Fraser Valley	5.1%	1,319	67
East Kootenay	7.7%	664	51
Peace River	6.0%	449	26
		6,371	336 (5.3%)

Discussion - The Projections

There has been a trend toward increased drop-out rates in senior secondary schools, particularly between grades eleven and twelve. The effect of this has not been accounted for in these projections, and hence the projections may be slightly high, especially for the East Kootenays.

The data seem to indicate that participation at the post-secondary level by the grade twelve population is quite high in the West Kootenays, relative to the rest of the province.

Although the derived estimate of the proportion of the grade twelve population that went on to colleges and universities was slightly lower than the provincial average for the East Kootenays, it was still substantially higher than many other areas in B.C. From the Donner Foundation grade XII survey, the proportion of grade twelve students that indicated they planned to continue their education in some formal manner in the following year (not necessarily university or college) was above the provincial average for both the East and West Kootenays (45.1% and 47.2% respectively vs. 41.5% provincially), and these percentages were below only those of the Vancouver and the Capilano College regions.

F. THE EAST AND WEST KOOTENAY POPULATIONS - Historical and Projected

Major Observations:

1) The population of the East Kootenays has been growing at a substantial rate over the past five years or so, and is expected to continue to increase, although at a slightly lower rate.
2) The population of the West Kootenays has remained reasonably stable for the past few years, and no substantial increase is projected within the time frame of this study.
3) The population growth in the East Kootenays is fairly non-uniform geographically, with some school districts growing substantially, and others remaining fairly stable in terms of total population.
4) Due to the declining birth rates, an increase in the proportion of the total population in the higher age groups is expected. Examining the 15-24 age group only, as a percent of the total population, it is expected that it will decline from 18.8% to 17.5% between 1971 and 1981 for the East Kootenays, and remain constant at 18.2% for the West Kootenays. The more radical shifts in the proportions are evident for the younger (0-14) and older (35 and above) age groups.

POPULATION BY SCHOOL DISTRICT AND MUNICIPALITY

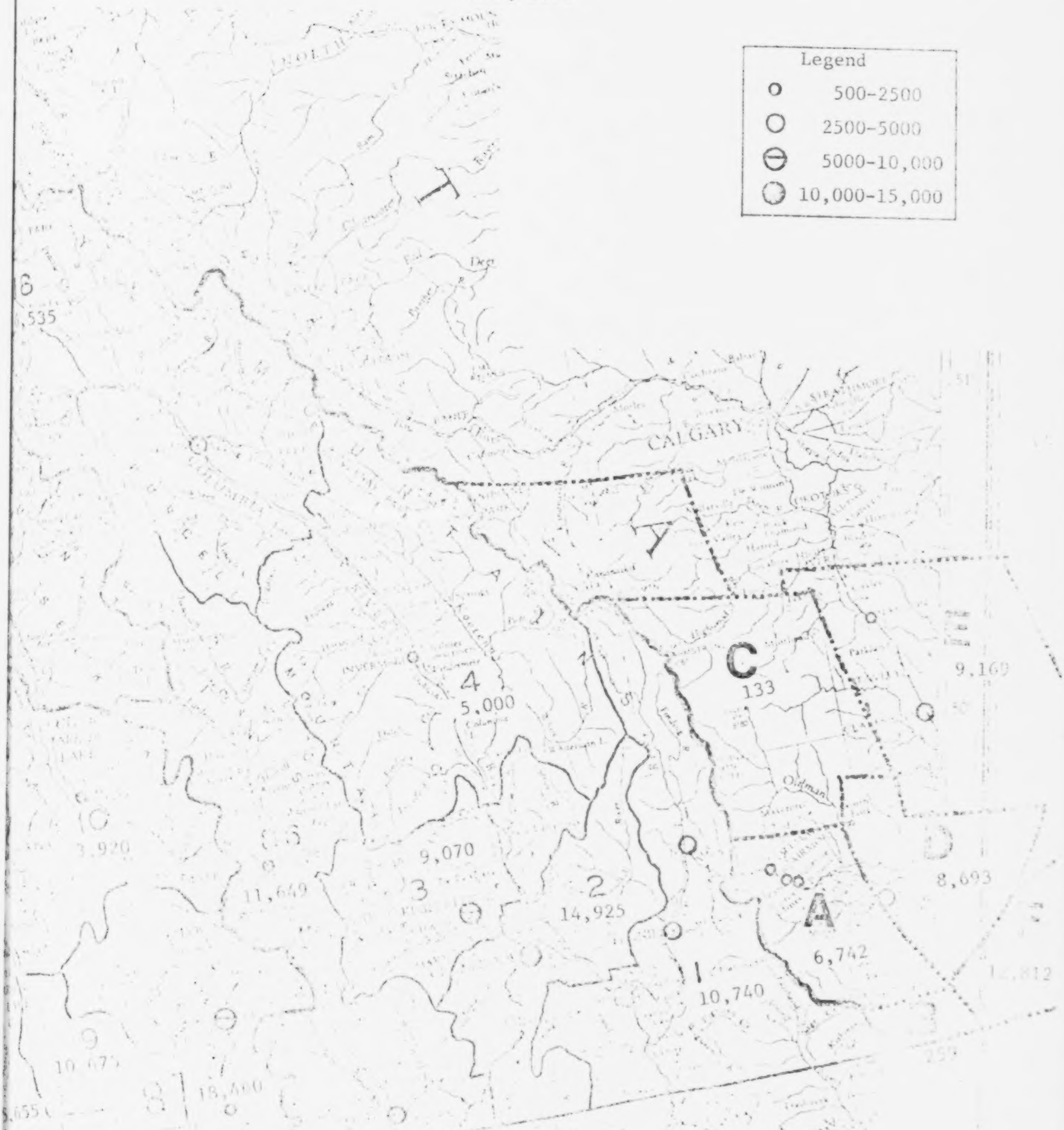
June 1971

WEST KOOTENAYS				EAST KOOTENAYS				SOUTH-WESTERN ALBERTA			
School District		Municipality		School District		Municipality		District		Municipality	
7	18,460	Nelson Salmo	9,400 872	1	10,740	Fernie Sparwood	4,422 2,990	A	6,742	Blairmore Coleman Bellevue Frank	2,037 1,534 1,242 224
9	10,675	Castlegar Kinnaird	3,072 2,846	2	14,925	Cranbrook	12,000	B	259		
10	3,920	Nakusp	1,163	3	9,070	Kimberley	7,641	C	133		
11	23,020	Trail Rossland Fruitvale Montrose	11,149 3,896 1,379 1,137	4	5,000	Invermere	1,065	D	8,693	Pincher Creek Fort McLeod	3,227 2,715
12	5,655	Grand Forks	3,173	18	6,535	Golden	3,010	E	9,169	Claresholm Nanton Granum Stavely	2,935 991 324 351
				86	11,649	Creston Kaslo	3,204 755	F	12,815	Cardston McGrath Indian Reserve	2,635 1,215 4,785

Source: Statistics Canada 1971 Census Data

POPULATION OF THE EAST AND WEST KOOTENAYS AND SOUTHWESTERN ALBERTA

June, 1971


Legend
o 500-2500
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Oldman
INVERMERE
COLUMBIA

WEST KOOTENAY POPULATION BY AGE GROUP

1961-81

(School Districts 7, 9, 10, 11, 12)

Year	Age Group							
	0-4	5-9	10-14	15-19	20-25	25-34	35 and above	TOTAL
1961	6742	6609	6246	4672	3496	7130	24,483	59,378
% Distribution	11.4%	11.1%	10.5%	7.9%	5.9%	12.0%	41.2%	100.0%
1966	6476	6969	6715	5959	4280	7137	25,837	63,373
	10.2%	11.0%	10.6%	9.4%	6.8%	11.3%	40.7%	100.0%
1971	4735	6105	6640	6445	4820	6990	25,995	61,730
	7.7%	9.9%	10.8%	10.4%	7.8%	11.3%	42.1%	100.0%
1976	3955	4679	6010	6354	5559	8856	26,477	61,890
	6.4%	7.6%	9.7%	10.3%	8.9%	14.3%	42.8%	100.0%
1981	3304	3909	4606	5751	5480	10,213	28,382	61,645
	5.4%	6.3%	7.5%	9.3%	8.9%	16.6%	46.0%	100.0%

Source: Historical Data from the Statistics Branch of the Department of Industrial Development, Trade and Commerce, Victoria. Projections produced by the author.

Notes: The 1961 data in some cases excludes Indians on reserves, and hence might be slightly in error.

WEST KOOTENAY POPULATION BY SCHOOL DISTRICT

1961-81

Year	School District 7 (Nelson)	9 (Castlegar)	10 (Arrow Lakes)	11 (Trail)	12 (Grand Forks)	TOTAL
1961	19,498	8,477	3,060	23,175	5,168	59,378
Annual Growth Rate	-0.2%	5.9%	1.3%	0.8%	0.5%	1.3%
1966	19,347	11,319	3,269	24,138	5,300	63,373
Annual Growth Rate	-0.9%	-1.2%	3.7%	-0.9%	1.3%	-0.5%
1971	18,460	10,675	3,920	23,020	5,655	61,730
- - - -	- - - -	- - - -	Projected	- - - -	- - - -	- - - -
Annual Growth Rate	-0.5%	1.4%	2.2%	-0.8%	1.2%	0.1%
1976	18,005	11,428	4,371	22,082	6,005	61,890
Annual Growth Rate	-0.7%	1.3%	2.1%	-0.8%	0.3%	-0.1%
1981	17,372	12,166	4,850	21,168	6,089	61,645

Source: Historical data from the Statistics Branch of the Department of Industrial Development, Trade and Commerce, Victoria.
Projections produced by the author.

Notes: (1) The 1961 data in some cases excludes Indians on reserves, and hence might be slightly in error.

(2) The projections for individual school districts should be considered less reliable than the projections for the district as a whole.

EAST KOOTENAY POPULATION BY AGE GROUP

1961-81

(School Districts 1, 2, 3, 4, 18)*

Year	Age Group 0-4	5-9	10-14	15-19	20-24	25-34	35 and above	TOTAL	TOTAL including S.D. 86
1961	4333	4057	3596	2422	2242	4681	13,042	34,373	44,372
% Distribution	12.6%	11.8%	10.5%	7.0%	6.5%	13.6%	38.0%	100.0%	
1966	4090	4328	4081	3498	2281	4302	13,917	36,497	47,633
	11.2%	11.9%	11.2%	9.6%	6.2%	11.8%	38.1%	100.0%	
1971	4625	5185	5030	4625	4090	6615	16,100	46,270	57,919
	10.0%	11.2%	10.9%	10.0%	8.8%	14.3%	34.8%	100.0%	
- - - - - - - -	Projected	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
1976	4864	5366	5702	5378	4987	10,256	19,745	56,298	68,541
	8.6%	9.5%	10.1%	9.6%	8.9%	18.2%	35.1%	100.0%	
1981	5115	5643	5900	6096	5799	12,505	26,916	67,974	80,841
	7.5%	8.3%	8.7%	9.0%	8.5%	18.4%	39.6%	100.0%	

* S.D. 86 was excluded because age-group population data were not available for this S.D. when the data were compiled.

Source: Historical Data from the Statistics Branch of the Department of Industrial Development, Trade and Commerce, Victoria. Projections produced by the author.

Notes: The 1961 data in some cases excludes Indians on reserves, and hence might be slightly in error.

EAST KOOTENAY POPULATION BY SCHOOL DISTRICT

1961-81

Year	School District 1 (Fernie)	2 (Cranbrook)	3 (Kimberley)	4 (Windermere)	18 (Golden)	86 (Creston -Kaslo)	TOTAL
1961	6,819	10,242	8,634	4,509	4,191	9,977	44,372
Annual Growth Rate	-0.6%	1.5%	0.1%	-0.2%	6.3%	2.2%	1.4%
1966	6,624	11,051	8,665	4,461	5,696	11,141	47,638
Annual Growth Rate	10.2%	6.2%	0.9%	2.3%	2.8%	0.9%	4.0%
1971	10,740	14,925	9,070	5,000	6,535	11,649	57,919
Projected							
Annual Growth Rate	6.6%	5.6%	0.4%	1.0%	2.6%	1.0%	3.4%
1976	14,771	19,587	9,233	5,261	7,446	12,243	68,541
Annual Growth Rate	5.3%	4.9%	0.5%	0.5%	2.6%	2.0%	3.3%
1981	19,086	24,885	9,480	5,400	8,471	13,519	80,841

Source: Historical data from the Statistics Branch of the Department of Industrial Development, Trade and Commerce, Victoria.
Projections produced by the author.

Notes: (1) The 1961 data in some cases excludes Indians on reserves, and hence might be slightly in error.

(2) The projections for individual school districts should be considered less reliable than the projections for the district as a whole.

Discussion

The rapid expansion in the East Kootenay population is primarily the result of increased activity in the Cranbrook and Fernie areas.

In the Fernie area, substantial increases in the mining and forestry activities since 1968 have resulted in expanded populations, while in Cranbrook the growth has been as recent, but perhaps not as closely approximating a quantum jump.

The Projections

Populations naturally depend to a large extent in the Kootenays on the activity of primary industries and hence one must in a sense predict the level of industrial activity to obtain the correct order of magnitude for the population projections.

The projections presented here were produced initially by an age - cohort survival technique based on the extrapolation of historical retention rates between age-group cohorts. The resultant numbers were then reviewed, and in some cases altered slightly, bearing in mind the future expected level of industrial activity in various regions.

Estimates of future economic activity were obtained primarily from discussions in the Kootenays with Manpower and industrial people and from overviews of the future economic outlook produced by the Canada Manpower economist for the Kootenay-Okanagan Region (see page 77).

The data was not sufficient to explicitly estimate the net migration for various regions, and hence this factor was dealt with implicitly by the retention rate parameters.

The population estimates for the individual school districts must be considered more suspect than those for the region as a whole, due to the smaller numbers involved and the subjective nature of any population projections which are as closely related to the activity of a few primary industries as these are.

G. ADULT EDUCATION ENROLMENT STATISTICS - Historical

Adult education programmes are operated by the school districts, and vocational, credit academic, and non-credit non-vocational courses are offered to the general public.

The enrolments are controlled not only by the public demand for continuing education but to a large extent by the number and type of courses available. Naturally, these two factors are not totally independent.

Projections of the enrolments have not been produced. The enrolment statistics have been reported to give an indication of the type of programmes which have historically been available, and the order-of-magnitude of the participation in the adult education programmes, both in the Kootenays and in B.C. in general.

According to the 1971/72 Public Schools Annual Report, "the apparent downward trend (in the provincial 71/72 enrolment) is due to colleges having taken over the programmes in three areas - Kamloops, Victoria, and Vancouver".

1971/72 ADULT ENROLMENT BY COURSE

East and West Kootenays

Course	East Kootenays	West Kootenays
Business Management	37	54
Commercial	200	115
Automotive	84	48
Machine Shop	6	34
Construction Trades		13
Electronics	16	32
Lumbering and Forestry	260	125
Engineering		10
Service Trades	123	14
Agriculture		30
Vocational Prep.	31	20
Miscellaneous	160	35
Total	917	530
Non-Vocational		
Credit Academic	9	57
English and Citizenship	32	57
Liberal Studies	23	219
Domestic Arts	265	508
Hobbies and Crafts	329	336
Parent Education	145	177
Recreation and Fitness	918	769
Defensive Driving	270	200
Fine Arts	318	175
Miscellaneous	228	660
Total	2537	3158
GRAND TOTAL	3454	3688

TOTAL YEARLY REGIONAL ENROLMENT IN ADULT EDUCATION COURSES*

Source: Annual School District Adult Education Reports, B.C. Department of Education

Note: 1. The figures in parantheses represent the enrolment as a percent of the total regional population
2. The question mark (?) indicates that the accuracy of the number is in some doubt.

Region	1968/69				1969/70				1970/71				1971/72			
	Voc.	Acad. Credit	Other Non-Voc.	Total	Voc.	Acad. Credit	Other Non-Voc.	Total	Voc.	Acad. Credit	Other Non-Voc.	Total	Voc.	Acad. Credit	Other Non-Voc.	Total
1 Vancouver	11,247	6,929	22,129	40,305 (9.6)	11,555	5,368	22,274	39,217 (9.3)	12,001	4,772	20,009	36,782 (8.6)	12,718	3,836	22,221	38,775 (9.0)
2 Douglas	5,357	4,597	17,181	27,135 (5.9)	6,350	5,280	24,399	36,029 (7.5)	8,860	4,674	28,488	42,022 (8.4)	8,116	3,315	30,624	42,055 (8.0)
3 Capilano	611	900	4,578	6,089 (4.9)	983	829	5,137	6,949 (5.4)	1,233	858	5,137	7,228 (5.4)	1,244	891	7,469	9,604 (7.0)
4 S.Vancouver Is.	3,357	4,812	8,838	17,007 (8.9)	3,936	5,425	9,795	19,156 (9.8)	3,897	5,300	9,556	18,753 (9.4)	171?	-(?)	3,053	3,224 (1.6)
5 Malaspina	953	939	4,050	5,942 (7.5)	1,187	820	4,233	6,240 (7.6)	1,071	667	4,767	6,505 (7.7)	1,240	659	4,778	6,677 (7.7)
6 N.Vancouver Is.	868	219	3,158	4,245 (5.1)	666	313	4,583	5,562 (6.6)	519	274	4,342	5,135 (5.9)	765	282	5,145	6,192 (6.9)
7 South Coast	280	70	1,310	1,660 (5.2)	256	123	1,079	1,458 (4.6)	172	83	1,526	1,781 (5.5)	283	-(?)	2,498	2,781 (8.6)
8 Fraser Val.-E	561	331	3,941	4,833 (6.0)	863	306	4,321	5,490 (6.6)	1,399	401	6,101	7,901 (9.1)	839	261	3,728	14,828 (5.4)
9 Okanagan	2,066	472	7,147	9,685 (7.4)	2,372	860	11,144	14,376 (10.5)	2,566	1,271?	9,607	13,444 (9.4)	2,450	672	12,256	15,378 (10.2)
10 Selkirk	449	130	1,889	2,468 (3.9)	596	117	2,098	2,811 (4.5)	756	135	2,219	3,110 (5.0)	530	57	2,998	3,585 (5.3)
11 E. Kootenay	497	0	1,542	2,039 (3.9)	726	27	1,977	2,730 (5.1)	775	11	1,582	2,368 (4.2)	917	9	2,518	3,444 (5.9)
12 Cariboo	1,659	1,025	3,993	6,674 (7.2)	2,181	720	3,988	6,889 (7.1)	2,479	440	6,298	9,217 (9.1)	-(?)	28?	365	498 (.5)
13 N. Caledonia	2,221	834	3,546	6,601 (6.9)	1,815	971	6,062	8,848 (8.9)	657	37?	1,567	2,224 (2.1)	3,046	892	7,985	11,923 (11.3)
14 North Coast	400	81	1,310	1,791 (3.3)	442	90	2,113	2,645 (4.8)	707	97	2,504	3,308 (5.7)	710	31	2,619	3,350 (5.6)
15 Peace River	598	152	1,137	1,887 (4.2)	351	124	2,277	2,752 (6.1)	444	34	2,040	2,518 (5.6)	2,131?	64	2,582	4,777 (10.5)
TOTAL	31,482	21,491	88,244	141,217 (6.9)	34,319	21,393	106,428	162,140 (7.6)	42,937	19,054?	118,291?	180,282 (8.3)	35,269	10,997	110,355	156,621 (7.0)

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*See page 40 for the definitions of the regions.

PART II

ESTIMATES OF POTENTIAL EAST KOOTENAY ENROLMENTS

H. THE POTENTIAL FULL-TIME ENROLMENT IN COLLEGE ACADEMIC AND CAREER/TECHNICAL PROGRAMMES IN THE EAST KOOTENAYS

General Discussion

The following estimates were derived principally by examining student participation rates of existing colleges and college regions, and then applying similar rates to the East Kootenay area.

Hence, these estimates must be viewed as estimates of the potential full-time enrolment assuming that programmes are formulated in a manner similar to that of other existing B.C. community colleges. Five of the nine colleges were viewed as being similar enough in terms of geographical setting and general characteristics to warrant their inclusion in the estimating process. They were Cariboo College, College of New Caledonia, Malaspina College, Okanagan College, and Selkirk College.

The major factors examined in these analyses are:

(1) The average participation by students in regional colleges situated in areas somewhat similar to the East Kootenays,

(2) The grade twelve enrolment levels and the total population levels, and

(3) The travelling distance between various major centres.

One can well imagine many other factors that could be significant dependent factors in this type of analysis, such as the course offerings available, and various socio-economic measures of the community.

These other factors were excluded for the following reasons:

(1) The lack of appropriate data. The best source of socio-economic population data is the most recent census, and these data will not be available until the fall of 1973 at the earliest.

(2) The size of the potential enrolment. A simple analysis such as this one indicates that the potential enrolment is fairly small. A more precise analysis would not likely alter the absolute value of the number significantly.

(3) A general indication of the desire of students to continue to various types of post-secondary education can be obtained from the grade twelve survey and various statistics referred to in Part I. Unfortunately, this does not indicate the desires of the population in general for tertiary level education.

Deriving the Estimates

Two basic methods were used to estimate the potential full-time academic plus career/technical enrolment in the East Kootenays. They were:

(1) Employing a regional participation rate* to estimate year one, and a retention rate to estimate year level two.

(2) Employing a participation rate that is a discrete function of the distance between a central location and regional secondary schools to estimate year level one. Again, a retention rate was used to estimate year level two.

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*First Time Full-Time Year Level One Enrolment as a proportion of the June Grade XII Enrolment

METHOD 1

The 1972/73 and extrapolated 1977/78 participation rates[*] for the five regional colleges are:

	1972/73	1977/78	
	Actual	Low Estimate	High Estimate
Cariboo	16.9%	14.0%	19.1%
Malaspina	24.5%	22.5%	30.0%
College of N. Cal.	10.4%	9.7%	13.8%
Okanagan	13.8%	11.9%	16.6%
Selkirk	21.0%	19.8%	30.3%
AVERAGE	17.3%	15.6%	21.9%

Source: B.C. Enrolment Forecasting Report #6.

By employing high and low participation rate estimates of 14.5% and 21.0% respectively for 1973/74, and 15.5% and 22.0% respectively for 1977/78, and then applying these to the projected grade twelve enrolments, we obtain the following estimates.

ESTIMATES OF THE POTENTIAL FULL-TIME COLLEGE ACADEMIC PLUS CAREER/TECH ENROLMENT IN THE EAST KOOTENAYS

	Estimates	
	Low	High
The first year of operation (using 1973/74 figures)	130	190
The second year of operation (adding year one non-first-time and year two enrolment)	200	265
TOTAL FULL-TIME, 1977/78	270	370

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[*] First Time Full-Time Year One Enrolment as a proportion of the region's June Grade XII Enrolment

METHOD 2

A participation rate which decreases relative to the distance from the assumed location of the school was employed.

The values of the participation rate at various distances were derived by examining similar participation rate functions for the five colleges mentioned previously (see page 65).

A few points of caution should be mentioned here:

(1) There is a substantial amount of variance in the values of the participation rate function for the existing colleges. This suggests that the error range for any estimate would be quite high.

(2) The estimate for a particular municipality is based on the assumption that a similar type of educational programme would not be available in other parts of the region.

(3) The estimating procedure employs only East Kootenay secondary school populations, but *the participation rates have been artificially increased to include the proportion of the student body that is expected to originate from out of region, based on the past experience of the other colleges.* (approximately 12%-20%).

This approach generates the following estimates:

ESTIMATES OF THE POTENTIAL FULL-TIME COLLEGE ENROLMENT AT VARIOUS LOCATIONS IN THE EAST KOOTENAYS

		Estimate	
	Location	Low	High
The first year of operation (using 73/74 figures)	Cranbrook	135	190
	Kimberley	120	170
	Fernie	100	115
The second year of operation (adding year one non-first-time and year two enrolment)	Cranbrook	200	265
	Kimberley	175	245
	Fernie	145	165
TOTAL FULL-TIME, 1977/78	Cranbrook	260	350
	Kimberley	220	305
	Fernie	210	245

IN-REGION SCHOOL DISTRICT PARTICIPATION RATES*

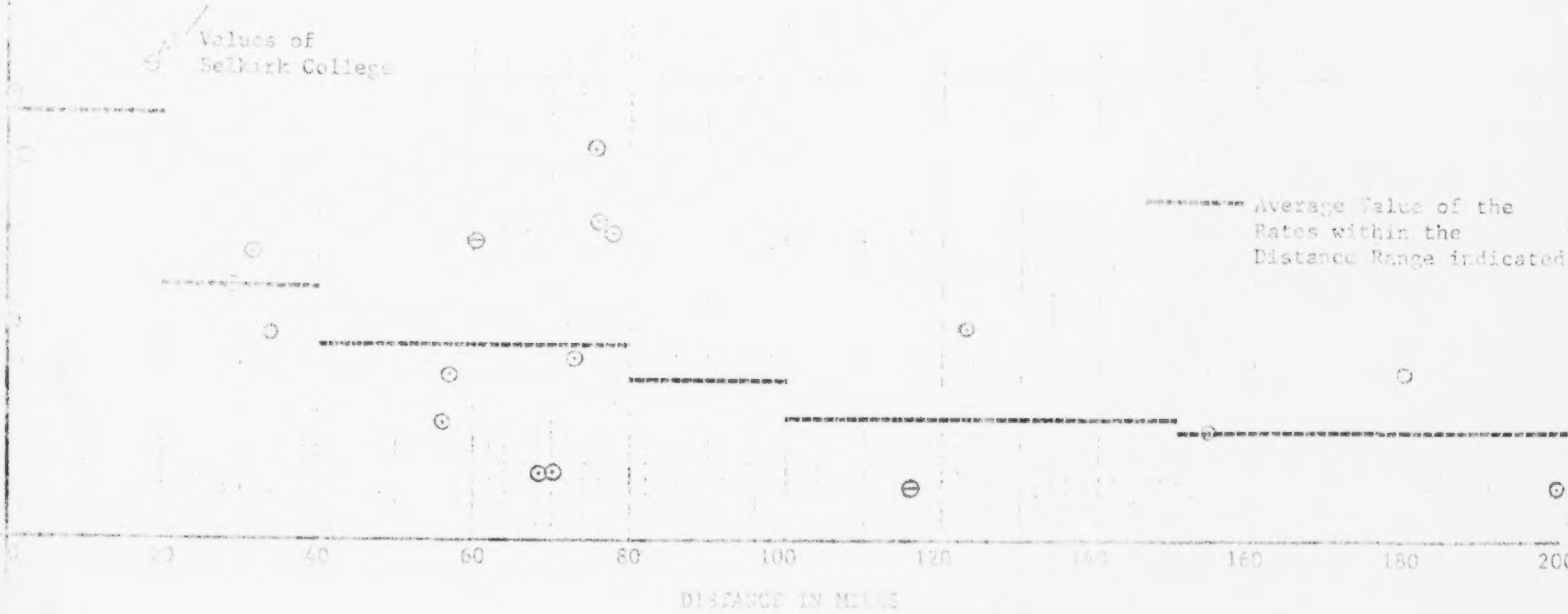
Vs

THE AVERAGE DISTANCE BETWEEN

THE SCHOOL DISTRICT SECONDARY SCHOOLS

AND THE COLLEGES

NOTE: The values in the ordinate have not been indicated because the rates are artificial in the sense that they have been increased to include the first-time "out of region" enrolment.



* FIRST TIME FULL-TIME YEAR ONE ENROLMENT ORIGINATING FROM THE SCHOOL DISTRICT

The School District June [illegible] XII Enrolment

I. POTENTIAL PART TIME* COLLEGE LEVEL ENROLMENTS IN THE EAST KOOTENAYS

General Discussion

The approach in this section is similar to that taken in Section H of this report. That is, the basic relationship between relevant population groups and the enrolment group of concern is examined for other regions with similar existing programmes, and the findings are then applied to the East Kootenay area in a very general manner.

Again other factors such as the type of course offerings and the socio-economic profile of the area have been excluded for reasons previously cited. There is the implicit assumption that courses offered will be formulated in a manner similar to those of the other colleges.

The Estimates

The "Characteristics" table on the following page provides a number of observations, as follows:

(1) Part-time students comprise all age groups, and do not originate only from the usual college-related 18-24 age group.

(2) As expected, the majority of part-time students live within 20 miles of the institution they are attending (approx. 86%).

(3) Many part-time students were employed the year prior to enrolling in the institution (technical - 77%, academic - 45%).

These facts would suggest that it might be advantageous to examine the size of the part-time enrolment in relation to the population of municipality in which the college is located.

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*Students taking 3 courses or less

SOME CHARACTERISTICS OF B.C. POST-SECONDARY PART-TIME ENROLMENTS

		Career/Tech	Academic
Sample Size		2,192	1,331
Total 1972 Enrolments		5,601	4,001
Sex	Male	72%	44%
	Female	28%	56%
Last grade completed at school			
	9 or less	2%	3%
	10,11	13%	22%
	Grade 12 or more	85%	75%
Time since leaving Secondary School			
	1 year or less	7%	27%
	2 years	6%	9%
	3 years	6%	6%
	4 years or more	81%	58%
Main activity one year ago			
	Student	12%	25%
	Employed	77%	45%
	Unemployed	2%	2%
	Other	9%	28%
Distance between home and course			
	0 - 10 miles	65%	80%
	10 - 20 miles	22%	6%
	20 miles or more	13%	14%
Age			
	19 or less	6%	26%
	20 - 24	27%	25%
	25 - 29	27%	28%
	30 - 34	15%	9%
	35 or more	25%	22%

Source: Donner Foundation Post-Secondary Student Survey carried out in the fall of 1972

THE COLLEGE PART-TIME ENROLMENT AS A PERCENT OF THE MUNICIPALITY POPULATION

School	City Population June, 1971	Academic + Career/Tech Part-time Enrolment	Percent: Enrolment/ Population
Cariboo College	26,168	1971 - 245	.9 %
	(Kamloops proper prior to Amalgamation)	1972 - 266	1.0 %
College of New Caledonia	33,101	1971 - 329	1.0 %
		1972 - 448	1.3 %
Malaspina College	48,006	1971 - 722	1.5 %
		1972 - 892	1.8 %
Okanagan College	19,412	1971 - 259	1.3 %
	(Kelowna proper prior to amalgamation)	1972 - 255	1.3 %
Selkirk College	5,918	1971 - 108	1.8 %
	(Castlegar + Kinnaird)	1972 - 122	2.0 %

The figures on the table on the previous page indicate that for the past two years the part-time enrolment has been between 0.8% to 1.8% of the population of the contiguous city, and this could perhaps be used as a general rule to estimate potential part-time enrolments.

One should bear in mind that the inclination on the part of the population to enrol in part-time courses is on the increase, and these proportions may increase slightly in the future.

Assuming that the ratio of urban to rural population will remain at approximately the 1971 level over the period of study, based on the population projections of Section F, the East Kootenay projected city population would be as follows:

PROJECTED URBAN POPULATION IN THE EAST KOOTENAYS

Year	Cranbrook	Kimberley	Sparwood	Fernie	Golden	Creston
1971	12,000	7,641	2,990	4,422	3,010	3,204
Projected						
1976	15,750	7,780	4,100	6,070	3,400	3,300
1981	20,000	8,000	5,300	7,800	3,900	3,600

Using estimates of 1.0% and 1.5% for the relevant participation rates, we obtain the following potential part-time academic and career enrolments:

POTENTIAL COLLEGE LEVEL PART-TIME ENROLMENT FOR VARIOUS EAST KOOTENAY LOCATIONS

Area	Low		High	
	1976	1981	1976	1981
Cranbrook/Kimberley	225	275	350	425
Fernie/Sparwood	100	125	150	200

J. THE VOCATIONAL SECTOR

Although estimates of potential enrolments in an East Kootenay vocational school are derived later in the report, these have many inherent weaknesses and should be considered fairly suspect, for reasons to be discussed later.

Because of the uncertainty associated with any estimate of the need for vocational training in the Kootenays, it was decided that a general discussion of the vocational sector might be beneficial. Therefore, the format of this section will be to briefly discuss (1) the sources of the problems associated with estimating potential vocational school enrolments and various factors that could affect the enrolment levels, (2) some characteristics of vocational enrolments in B.C., and (3) some characteristics of the East Kootenays which could affect vocational enrolments.

1. General Discussion of Vocational Training and Associated Estimation Problems

The source of the difficulty in predicting enrolment levels originates from two basic areas. They are:

a. The lack of appropriate data. The data necessary to support an analysis such as is required here are, for the most part, not available. When the appropriate data are available, they are often in a form which is not suitable for such an analysis.

Information on the population or labour force by industry and/or by occupation by region would be of enormous benefit. However, the most recent reliable data available are the 1961 census data and the '71 census data will not be available until the fall of 1973 at the earliest.

As well, relevant information concerning existing vocational students are, for the most part, not readily available. In particular, data such as the geographical origin of the students, their previous activities (whether they were in the labour force, an educational institution, etc.), the type of programme in which they are currently enrolled, etc. would be of interest. There are a few relevant data available that are presented later in the report.

b. *The complexities of the vocational system.* As anyone who has been associated with the vocational system is well aware, from a monitoring and predictive point of view, it is a very complex system.

Enrolment counting alone is difficult, due to the variety of courses and student types involved. There are likely two basic counts of interest; one is a "point-in-time" enrolment count, and the other a yearly count. Knowing the total number of students who are likely to attend over a year's time will not necessarily indicate the number who will be registered at any particular time, due to the large number of short courses administered at the schools.

Furthermore, the variety of services that vocational schools offer, and hence the variety of source populations, complicates the estimating process. Perhaps a brief description of the various types of courses is in order.

(i) pre-apprenticeship courses

These are courses of approximately 6-10 months which may be taken prior to entering an apprenticeship programme in industry. It is conceivable that students in these programmes could originate either from secondary school or industry.

(ii) apprenticeship courses

People in industrial apprenticeship training return to vocational schools for approximately a one-month period each year for a short course. Potential enrolment in these courses is related to the industrial base, although the policies of the Department of Labour and others could affect the enrolment levels.

(iii) journeyman upgrading courses

Upgrading courses of short but variable length are often offered to journeymen. Again, the potential enrolment in this area is largely related to the industrial pool.

(iv) pre-employment training

Courses generally lasting from 4 months to a year are offered in a variety of occupations to serve as pre-employment training. Students can enrol in these courses from numerous sources. Many enter directly from secondary school, or enter after having been out of secondary school for a brief period of time. Hence, enrolments in this sector are related to high school enrolments, as well as the total area population. The data available indicates that, *at any point in time*, enrolments in this sector would likely constitute the majority of a vocational school's enrolment.

(v) basic training for skill development

These are fairly short but variable length courses which are designed to upgrade the participants to various secondary school levels. The potential enrolees in this sector could again originate from any sector of the population.

(vi) other short courses

A variety of short courses or services may be administered at a school, such as welding tests, and various upgrading courses and testing services other than those already mentioned. Although a large number of students may complete programmes such as those over a period of a year, they likely constitute a small proportion of the enrolment at any point-in-time.

From these brief course descriptions, one might reach the conclusion that there are three major source populations that should be examined in order to estimate the type and level of vocational training needed. They are:

(i) the industrial sector, and its vocational needs. This could be perhaps derived from a detailed breakdown by occupation and/or industry of the labour force.

(ii) the secondary school enrolment levels, and potential enrolees who are new or recent graduates or leavers.

(iii) the size of the adult population, as many enrolees originate from sources other than the above two.

As well as the heterogeneous nature of the enrolment, there are other complicating factors. In the existing vocational schools, from 40% to 60% of the enrolment at any given time is supported by Canada Manpower. Hence, any estimate of potential enrolments in a standard vocational school would have to take into account the role of Canada Manpower.

Also, the enrolment in vocational schools may be constrained in many courses to prevent an oversupply of graduates in those fields and/or because there is a lack of facilities. Therefore, one should consider the effect of potential constraints, and perhaps the relationship between the number of graduates in various programmes and the demand for these graduates in various sections of the economy.

Having mentioned what are likely the major problem areas, it should now be pointed out that very little suitable information or data to support any type of rigorous analysis was uncovered. This was likely due in part to the time and personnel limitations. A brief discussion of some characteristics of vocational enrolments in general, and pertinent characteristics of the East Kootenays related to vocational enrolments will be attempted. During this process, the data which was discovered will be presented.

2. Some Characteristics of Vocational Student Enrolments

The responses to the Donner Foundation 1972 Post-Secondary survey, administered in five B.C. vocational schools, indicated a few observations (see page 76). Other observations derived from monthly enrolment statistics reported to the B.C. Department of Education are included. All the following statistics refer to *the composition of the student body as of a "point-in-time".*

From the Donner Foundation Data

a. approximately 50% of the vocational students were secondary school graduates.

b. the enrolment did not originate from any particular age group, although approximately 85% of the students were less than 35 years of age.

c. approximately half the enrolment was employed prior to entering the school. Approximately 25% came from an educational institution, and of this approximately 20% came from a secondary school.

d. approximately 50% of the enrolment lived within 10 miles of the school, but 35% lived 50 miles or more away.

From the Monthly Statistical Reports to the B.C. Department of Education

e. 40% to 60% of the enrolment at any given time is Canada Manpower supported.

f. at any time, approximately 15% to 25% of the enrolment is in pre-apprenticeship or apprenticeship courses.

g. as of October over the past few years, between 10% and 20% of the enrolment has been in the BTSD (academic upgrading) programme.

h. as of October over the past few years, between 5% and 10% of the enrolment has been on some other form of upgrading course. Combining (f) and (h) might suggest that 20%-35% of the vocational enrolment at any time is directly related to industrial sources through the apprenticeship and upgrading programmes. However, one could argue that the pre-apprenticeship programme is reasonably independent of industry.

i. Combining (g) and (h), we see that 30% to 55% of vocational enrolment as of October is apprenticeship or upgrading enrolment. This would suggest that roughly 45% to 70% of the enrolment is registered in pre-employment courses.

These observations refer to B.C. vocational students in general, and not to those of any specific region. Furthermore, if vocational training was available in a mode other than that of the standard vocational school, the above distribution of percentages likely would not apply.

SOME CHARACTERISTICS OF FULL-TIME VOCATIONAL SCHOOL ENROLEES

Sources: A. The Donner Foundation post-secondary student survey carried out in the fall of 1972. Only five of the eleven B.C. vocational schools were sampled, and hence this breakdown refers only to the enrolment the five schools total below, and not the total B.C. vocational school enrolment. As well, fairly small samples were obtained at each school, and there is no assurance that the sampling was carried out in a random or systematic manner. For these reasons, the proportions given here should be viewed as general indicators or "ball-park" estimates only.

Vocational School	Sample Size	1972 Full-Time Oct. 31 Enrolment	Percent Sample Size/ Enrolment
Camosun College (Victoria)	190	608	31%
Malaspina College (Nanaimo)	120	537	22%
College of New Caledonia (Prince George)	163	347	47%
Terrace Vocational School	155	243	64%
Dawson Creek Vocational School	119	210	57%
Total	747	1945	38%

B. Characteristics of Vocational Students supported by Canada Manpower in B.C. during 1970-71. Between 50% and 60% of the students enrolled in vocational schools are supported by Canada Manpower, and the following statistics refer to this sector of the vocational enrolments.

	A Sample Survey of Five Vocat. Schls. Fall, 1972	B Canada Manpower Supported Stdts. 1970-71
1. Sex		
Male	57%	74%
Female	43%	26%
2. Last Grade Successfully Completed		
No response	3%	
Grade 8 or less	7%	22%
Grades 9, 10, 11	42%	49%
Grade 12 and above	48%	29%
3. Age Distribution		
No response	3%	
19 or less	30%	4%
20 - 24	33%	28%
25 - 34	22%	32%
35	12%	36%
4. Activity Prior to Entering the Vocational School		
Student in Secondary School	19%	-
Student in other institution	6%	-
Employed	44%	33%
Unemployed	15%	63%
Other	16%	5%
5. Distance between the School and Student's Permanent Residence		
No response	3%	
0 - 10 miles	50%	
10 - 50 miles	12%	
50 miles or more	35%	

3. Related Topics on the East Kootenay Region

Very little of a specific nature will be discussed here, as it is likely that other reports written by people much more knowledgeable of the East Kootenays area will be submitted to the committee.

As is well known, the major industries in the East Kootenays are the mining and forest industries. In terms of the number of employees, however, it is possible that the service industry is as large or larger than either of the formerly mentioned industries. In 1961, the service industry was the largest single employer in the Cranbrook-Fernie area. However, things have changed substantially since that time.

The prediction for the economy and the labour force in the Cranbrook-Fernie area is one of continued, although perhaps slowed, growth. Projections of the population and labour force to 1977 produced by the Canada Manpower District Economist for the Okanagan-Kootenay region indicate a slightly higher growth rate to 1977 than the one used in this report for both the Cranbrook and Fernie areas.

Regarding the training needs in the mining and forest industries, a short review of the economic and employment outlook to 1976 for the Okanagan-Kootenays area produced by the previously mentioned economist suggested the following training needs:

The Forest Industry

Logging: Strong demand for supervisory and maintenance skills; growing demand for forestry workers such as tree planters, forest fire fighters, etc.

Sawmills: Demand for supervisory and maintenance skills, and trained quality control.

Plywood: Maintenance and supervisory skills

Pulp & Paper: Supervisory

The Mining Industry

Demand for: heavy equipment operators
maintenance and H.D. mechanics
millwrights
electricians
drillers
powdermen
milling plant workers

ESTIMATED PERSISTENT SHORTAGES AND MONTH-END VACANCIES BY OCCUPATION FOR THE CRANBROOK-FERNIE AREA

THE MONTH OF MARCH, 1970-73

SOURCE: CANADA MANPOWER DOCUMENTS

NOTES: A persistent shortage is indicated if there is a vacancy in a particular occupation for more than 30 days. The occupational categories here have been largely aggregate, as the data were summarized from a more detailed source. The month-end vacancy is the number of openings listed with the Canada Manpower office as of the month end. These figures are not precise, as they include basically only those vacancies listed with Canada Manpower. However, they are likely fairly representative of at least the relative values of the vacancies in various occupations. The Cranbrook-Fernie area includes all of the East Kootenays as defined on page 40 except for S.D. 18 (Golden) and most of S.D. 86 (Creston-Kaslo), although the City of Creston is included in the region.

OCCUPATION	PERSISTENT SHORTAGES												MONTH-END VACANCIES			
	MARCH 73			MARCH 72			MARCH 71			MARCH 70			MARCH 73	MARCH 72	MARCH 71	MARCH 70
	C.	F.	BOTH	C.	F.	BOTH	C.	F.	BOTH	C.	F.	BOTH				
Professional (Medical, Educ., Acct., Mgr., RN, etc.)	2	3	5	2	-	2	1	2	3	-	2	2	4	11	10	4
Clerical & Sales	-	-	-	-	-	-	-	-	-	-	4	4	18	7	13	33
Services (Waitress, Cooks, Day Care, Lodging Services, Guards, etc)	-	-	-	5	-	5	1	-	1	-	-	-	23	22	8	6
Farming	-	-	-	-	-	-	-	-	-	-	-	-	1	-	3	-
Processing (Food Proc., Coal and Petrol Proc., Ore Refining, etc.)	-	-	-	-	-	-	-	-	-	-	20	-	4	2	-	21
Machine Trades																
Motor Vehicle Repair	-	-	-	3	15	18	-	6	6	-	15	15	26	15	13	7
Machine Mechanics	-	33	33	1	9	10	-	-	-	-	15	15	-	9	6	7
Woodwork	-	-	-	-	-	-	-	-	-	-	-	-	-	3	30	1
Metal Fabr.	-	2	2	-	2	2	-	-	-	-	-	-	-	-	-	-
Machinist	-	4	4	-	-	-	-	-	-	-	-	-	1	8	2	-
TOTAL	-	39	39	4	26	30	-	6	6	-	30	30	27	35	51	15
Bench Work (T.V. Repair, Inst. Repair, Sewfiler, Tire Repair, etc.)	-	-	-	2	-	2	1	-	1	1	4	5	2	2	1	-

....continued on next page

ESTIMATED PERSISTENT SHORTAGES AND MONTH-END VACANCIES BY OCCUPATION FOR THE CRANBROOK-FERNIE AREA (Continued)
THE MONTH OF MARCH, 1970-73

	PERSISTENT SHORTAGES												MONTH-END VACANCIES			
OCCUPATION	MARCH 73			MARCH 72			MARCH 71			MARCH 70			MARCH 73	MARCH 72	MARCH 71	MARCH 70
	C.	F.	BOTH	C.	F.	BOTH	C.	F.	BOTH	C.	F.	BOTH				
Structural Work																
Welder	-	-	-	-	-	-	-	-	-	-	10	10	28	4	4	7
Electrical Assembly	-	6	6	-	10	10	-	8	8	-	15	15	6	8	3	9
Excav.Paving	-	19	19	-	7	7	-	-	-	-	-	-	11	9	-	20
Other	-	-	-	-	-	-	-	-	-	-	-	-	32	9	6	9
TOTAL	-	25	25	-	17	17	-	8	8	-	25	25	77	30	13	45
Miscellaneous																
Mining	-	-	-	-	20	20	-	3	3	-	-	-	18	24	10	44
Other	-	-	-	-	-	-	-	-	-	-	12	-	14	12	9	20
TOTAL	-	-	-	-	20	20	-	3	3	-	12	-	32	36	19	64
GRAND TOTAL	2	67	69	13	63	76	3	19	22	1	97	98	188	145	118	133

The month-end shortages and vacancies table on the previous two pages could perhaps be construed as an indication of the types and location of occupational shortages that have been apparent in the East Kootenays in the past. However, it is only for the month of March--other types of shortages could be prevalent in other months--and the table is concerned primarily with job vacancies listed with Canada Manpower. Some vacancies could conceivably go undetected. Still, it is of some interest.

There is another general point which is likely well documented elsewhere, but should be mentioned here. In the East Kootenays, as elsewhere in B.C., there are a substantial number of applicants for vocational training who cannot gain entry to a school due to the enrolment constraints. Whether this number is larger in the East Kootenays than elsewhere is unknown by this author.

K. AN ATTEMPT TO QUANTIFY THE POTENTIAL VOCATIONAL ENROLMENT LEVELS IN THE EAST KOOTENAYS

After having briefly described the vocational system from an enrolment counting point of view, and having outlined some of the problems and complexities associated with estimating need and potential enrolments, an attempt will now be made to employ a very simple approach to estimate potential enrolments in the East Kootenays.

Essentially the method is:

(1) calculate the ratio between October 31 full time enrolments in other existing B.C. vocational schools and the population of their respective region, using the regions as defined on page 40.

(2) examine the ratios over the various schools and over years for stability, and

(3) if it appears the ratios are reasonably constant, apply a minimum, average and maximum value to the East Kootenays area.

In light of the preceding discussion, there are many weaknesses in this approach. The following are a few:

(1) *The solution does not estimate the need for vocational training in the area; rather, it estimates the enrolment levels which would likely be attained if a vocational facility similar to existing schools was available in the East Kootenays.* It is assumed that Canada Manpower and Department of Education policies concerning vocational training will not undergo any radical change.

(2) The enrolment/population ratio computed for the regions with existing vocational schools does not take into consideration the discrepancies in (a) the total size of the regions, and (b) the population densities and distributions of the areas. As well, *no attempt has been made to relate the value of the ratio to a profile of the labour force in terms of occupations or industries.* Such an analysis might indicate the appropriate size of the ratio for the East Kootenays area, rather than simply using a mean value.

(3) *Not all of the enrolment in the vocational schools originates from the contiguous region* as defined here, and hence to some extent the ratios are somewhat meaningless, and possibly misleading.

(4) *Applying a single enrolment/population ratio to the entire region gives no indication of the appropriate positioning of such a facility.* As indicated by the Nelson vocation school statistics, distance can be a relevant factor. Assuming that the facility is stationary, then the location will most definitely affect the enrolment levels. Also, factors other than total population should likely be examined in a siting analysis. The composition and magnitude of regional labour forces perhaps should be examined as well.

(5) *This approach assumes a stationary facility* with all basic types (upgrading, pre-apprentice, pre-employment, etc.) of vocational programmes being available, although certainly not all possible programmes within each basic type. If only certain types of programmes were made available, or some programmes were housed in stationary facilities and others in mobile facilities, then the estimates generated here would not necessarily apply.

The following estimates of vocational enrolments were thus derived;

1. Estimating October 31 Full-Time Enrolment

The relationship between the October enrolment and enrolments at other times of the year can be seen on page 83. The October enrolment count is likely quite representative of full-time year round enrolments, with the exception of the summer months when there is a substantial decrease in enrolments.

Examining the October enrolment/population ratios on the following page, one finds that an average value over the five schools for the past four years is approximately 0.38%. The values range from 0.22% to 0.59%. Applying this range of values, we obtain the following estimates:

(... to page 84)

FULL TIME OCTOBER 31 VOCATIONAL ENROLMENT AS A PERCENT OF THE CONTIGUOUS REGION'S ESTIMATED POPULATION*

Institution	Year 1969	1970	1971	1972
Cariboo (Kamloops)	-	-	-	0.22%
Okanagan (Kelowna)	0.24%	0.26%	0.25%	0.24%
Malaspina (Nanaimo)	0.49%	0.57%	0.48%	0.59%
Selkirk (Nelson)	0.53%	0.59%	0.60%	0.56%
New Caledonia (Prince George)	0.24%	0.25%	0.22%	0.31%
AVERAGE	0.38%	0.41%	0.38%	0.38%

Sources: B.C. Department of Education Monthly Vocational Enrolments Reports.
Estimated Population by Region, B.C. Enrolment Forecasting Report #6

THE OCTOBER 31 FULL TIME VOCATIONAL ENROLMENTS AS A PERCENT OF THE TOTAL YEARLY ENROLMENTS AS REPORTED IN THE B.C. PUBLIC SCHOOLS ANNUAL REPORTS

Institution	1969/70	Year 1970/71	1971/72
Burnaby	0.14%	0.14%	0.14%
Dawson Creek	0.27%	0.24%	0.23%
Okanagan (Kelowna)	0.19%	0.18%	0.19%
Malaspina (Nanaimo)	0.19%	0.20%	0.17%
Selkirk (Nelson)	0.35%	0.31%	0.34%
New Caledonia (Prince George)	0.19%	0.17%	0.17%
Terrace	0.26%	0.19%	0.20%
Vancouver	0.27%	0.29%	0.25%
Camosun (Victoria)	0.27%	0.20%	0.20%
AVERAGE	0.24%	0.21%	0.21%

Source: B.C. Department of Education Monthly Vocational Enrolments Reports
B.C. Public Schools Annual Reports

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* See Page 40 For the Region Definition

ESTIMATED FULL-TIME OCTOBER 31 VOCATIONAL ENROLMENTS

Year	ENROLMENT Applying the 0.22% factor	Applying the 0.38% factor	Applying the 0.59% factor
1971	130	220	320
1976	150	260	400
1981	180	310	480

If we assume that the distribution of student types in such a school would be similar to that of the five schools surveyed by the Donner Foundation Study, then the estimated number of student entering directly from secondary school would be approximately 20% of the full time enrolment. This assumption would generate the following estimates.

ESTIMATED FULL-TIME OCTOBER 31 ENROLMENT
ENTERING DIRECTLY FROM SECONDARY SCHOOL

Year	Enrolment		
1971	26	44	64
1976	30	52	80
1981	36	62	100

Note: The Donner Foundation Survey Results from the Fall of 1972 indicated that approximately 50 East Kootenay Grade Twelve students planned to continue to Vocational training the following year. It is conceivable that the availability of Vocational training facilities could increase this number slightly.

Continuing with this sort of analysis, *our review of provincial enrolments* (page 75) suggested that at any time, approximately 20% of the enrolment is associated with pre-apprenticeship and apprenticeship training. Hence, an estimate of the enrolment in this category would produce numbers identical to those in the last table. However, it is likely that this percentage varies substantially among regions, and the proportion in the East Kootenays could be much higher than 20%. As well, this is a single time estimate, not an estimate of the number who would participate throughout the year.

Based on provincial statistics, one could perhaps also estimate the "point-in-time" enrolment level in journeyman upgrading and pre-employment courses by applying 10% and 50% - 60% factors respectively. However, these proportions are likely to vary substantially among regions.

2. Estimating the Total Yearly Vocational Enrolment

An estimate of the total yearly enrolment in an East Kootenays vocational school (as reported in the B.C. Public Schools Report) can be derived by applying a factor that relates the October 31 enrolment to the total yearly enrolment. *There are many weaknesses in such an approach.* The value of the October 31/Total Yearly enrolment ratio depends upon:

a. the distribution of courses of varying lengths;
b. the enrolments in these courses; and
c. the method of reporting statistics. These could vary substantially between schools.

In examining the ratios for existing schools over the past three years (page 83), it can be seen that they do not seem to differ a great deal, with the possible exception of Nelson.

Applying the average October 31/Total Yearly ratio computed on page 83 to the enrolment estimates derived previously, we obtain the following figures. The wide range of potential enrolments is due to the uncertainty of this approach.

ESTIMATED TOTAL YEARLY ENROLMENT* IN AN EAST KOOTENAYS VOCATIONAL SCHOOL

	Enrolment		
Year	Low Estimate		High Estimate
1971	620	1050	1500
1976	700	1250	1900
1981	850	1500	2250

*The Welding Test enrolments have been excluded by decreasing the estimate by 10%.

Perhaps the most benefit can be obtained from the wide range of potential enrolments if one views the enrolments in terms of the original enrolment/population ratios applied on page 84. One can then subjectively consider why one ratio might be more relevant than another, based on the characteristics of a proposed vocational programme and facility (and how these relate to other existing vocational facilities in the province). In this subjective manner it may be possible to narrow down the wide range of potential enrolments.

When the data concerning the geographical source of vocational enrolments at Malaspina College was examined, it was found that of the 1972/73 *total yearly* enrolment, 31% came from in-region school districts, 23% from other school districts on Vancouver Island, 45% from elsewhere in B.C., and 1% from out of the province. These percentages indicate that the vocational enrolment, at least at Malaspina College, is related not only to the population in the contiguous region but also to the demand for programmes offered at Malaspina College from elsewhere in the province.

It is interesting to note that this percentage distribution is considerably different than that of the Nelson Vocational School, where approximately 65% of the enrolment originated from the West Kootenays area. These differences are possibly due to the programmes offered at the two schools, and to their relative availability elsewhere in the province.

As one would suspect in light of the information on Malaspina College, the vocational enrolment/population ratio is higher for Malaspina than for any other vocational school examined, although it is not substantially higher than the ratio for Nelson.

This would indicate that if one was attempting to estimate the potential enrolment in a more locally oriented vocational facility than that of Malaspina College, then the lower enrolment/population ratios might be more relevant.

* * *

SUPPLEMENTARY APPENDIX B

A DRAFT STATUTE - AN ACT TO ESTABLISH THE KOOTENAY INSTITUTE FOR POST SECONDARY STUDIES

An Act to Establish the Kootenay Institute for Post Secondary Studies

1. This Act may be cited as the Kootenay Institute for Post Secondary Studies Act.

2. In this Act, unless the context otherwise requires,

(1) "College" means an educational unit providing post secondary instruction in:

   (a) the first and second years of programs leading to baccalaureate degrees,
   (b) technical training programs,
   (c) pre-apprenticeship, pre-employment and other vocational programs,
   (d) programs for the upgrading of knowledge and skills,
   (e) other post secondary programs,
   (f) community interest and service programs including cultural projects and
   (g) programs leading to baccalaureate degrees and professional training diplomas

or any one or more of such programs.

(2) "Council" means the Governing Council of the Kootenay Institute for Post Secondary Studies constituted under this Act;

(3) "Minister" means the Minister of Education;

(4) "Program" includes one or more courses of instruction designed to achieve an educational objective.

3. The Kootenay Institute for Post Secondary Studies is hereby established and constituted a body politic and corporate under the name "Kootenay Institute for Post Secondary Studies", hereinafter called "the Institute."

4. The Institute shall have perpetual succession and a common seal and shall have the rights, powers, duties and liabilities set forth in this Act.

5. The Institute shall, so far as and to the full extent which its resources from time to time permit, provide post secondary instruction in programs which lead to baccalaureate degrees, programs which provide professional, technical, vocational, pre-apprenticeship and pre-employment training, upgrading of knowledge and skills as well as any other post secondary instruction and also shall provide programs of community interest and service including cultural projects. Such instruction and programs shall be provided at such places as the Council from time to time may determine. The providing of such instruction and programs shall not necessarily be restricted to residents of the Kootenay region.

6. The Institute shall have the right to grant diplomas, certificates, baccalaureate degrees and honorary diplomas, certificates and degrees.

7. (1) The Institute may acquire by gift, purchase, or otherwise, and hold any and all property of every nature and kind whatsoever.

(2) Subject to the approval of the Lieutenant-Governor in Council and subject to the terms of any grant, conveyance, gift, devise, or bequest of any real and personal property, the Institute may mortgage, sell, transfer, lease, or otherwise dispose of its real and personal property.

(3) The Institute may, for the purpose of giving effect to the powers conferred by this section or any of them, make and execute all necessary and proper conveyances, transfers, leases, and other documents.

(4) The Institute may apply on its own behalf to secure Letters of Administration with Will annexed where it is a beneficiary under the will.

8. (1) The Institute may, without the consent of the owner thereof or of any person interested therein, enter upon, take, and appropriate all such real property as may be

deemed necessary for the purposes of the Institute, making due compensation therefor to the person entitled thereto.

(2) In the event of no mutual agreement as to amount of compensation being arrived at within the period of sixty days from the date of such entry, the amount of compensation shall be fixed and determined by three arbitrators, one to be appointed by the Institute, another by the person owning the real property so taken, and the third by the two arbitrators so appointed. The Arbitration Act shall apply to and govern the arbitration.

9. The rule against perpetuities, the Accumulations Act, 1967, and any amendments to it, and other rules restricting the holding of real and personal property do not apply to property of the Institute or to an intended grant, conveyance, gift, devise, or bequest of such property to the Institute.

10. The property, real and personal, vested in the Institute and any property leased to and occupied by the Institute are exempt from taxation under the Municipal Act, the Public Schools Act, the Taxation Act, and other similar taxation Acts so long as they are used and occupied for

the purpose of the Institute.

11. All deeds, transfers, morgages, instruments, or documents required to be in writing, and to which the Institute is a party, shall be deemed to be sufficiently executed if the corporate seal of the Institute is affixed thereto in the presence of (a) the Chairman or such other member of the Council as may be authorized by the Council and

(b) a financial officer of the Institute or such member of the Council as in either case may be authorized by the Council.

12. (1) The Council may invest for the benefit of the Institute all or any sum or sums of money belonging to it and available for investment in any securities in which life insurance companies are authorized from time to time by the Parliament of Canada to invest, without being restricted as to the proportion of moneys which may be invested in any class of such securities.

(2) Nothing in this section precludes the Institute from holding any type of bond, debenture, stock, share, or other investment bequeathed or donated to it, or from carrying out the terms of a deed of trust.

13. (1) The Council shall not incur any liability or make any expenditure beyond the amount unexpended of the grant made to the Institute by the Legislature and the estimated revenue of the Institute from other sources up to the end of and including that year, unless an estimate thereof has been first submitted to and approved by the Lieutenant-Governor in Council.

(2) The Council shall not incur any liability or make any expenditure for the purchase of land without the approval of the Lieutenant-Governor in Council.

(3) The Council may by resolution authorize the borrowing from any person, bank, or corporation of any sum of money that may be required to meet the expenditures of the Institute until the revenues for the current year are available. The loan shall be repaid out of and shall be a first charge upon current revenues, and may be secured by the promissory note or notes of the Institute.

14. The Institute may affiliate with any university or college constituted under an Act of the Legislature of the Province of British Columbia.

15. (1) There shall be a Governing Council of the Institute which shall be composed of:

(i) eleven members to be appointed by the Lieutenant-

Governor in council, such members to hold office for up to three years or until their successors are appointed;

(ii) the President of the Institute duly appointed by the Council;

(iii) the Principal duly appointed by the Council of each college under the jurisdiction of the Institute;

(iv) a member of the faculty of each college under the jurisdiction of the Institute, such member to be elected by such faculty and to hold office for two years or until his successor is elected;

(v) a member of the student body of each college under the jurisdiction of the Institute such member to be elected by such student body and to hold office for one year.

(2) (i) A member of the Council excluding the President and the Principals, shall be eligible to hold office for not more than three consecutive terms.

(ii) A vacancy in the membership of the Council shall be filled forthwith for the remainder of the term of the predecessor member either by the Council or in such manner as the Council may determine.

16. (1) The Council shall meet as often as is necessary to transact the business of the Council and in any event not less than once every two months.

(2) Fifty per cent of the members of the Council shall constitute a quorum for the transaction of business.

(3) In the case of an equality of votes for and against a motion, the question is resolved in the negative, and the Chairman shall so declare.

17. (1) Following the expiration of the term of the first Chairman of the Board appointed pursuant to section 21 of this Act the Board shall elect a Chairman from among its members annually; he shall hold office for one year or until his successor is elected;

(2) The Chairman of the Board shall preside at meetings of the Board and shall have the same rights of voting as the other members of the Board;

(3) A retiring Chairman of the Board is eligible for re-election, but no person shall hold the office of Chairman of the Board for more than five consecutive years in addition to the period filled by him as a result of having been elected for the unexpired term of his predecessor;

(4) The Board shall elect a Vice-Chairman from among its members annually;

(5) The Vice-Chairman of the Board shall perform the duties of the Chairman of the Board when the latter is absent or the office of Chairman is vacant, and shall then have all the powers, rights, and privileges of the Chairman;

(6) No faculty member or student of the Institute shall be eligible to be the Chairman or Vice-Chairman of the Council.

18. (1) The management, administration, and control of the property, revenue, business, and affairs of the Institute are vested in the Council. Without thereby limiting the general powers conferred upon or vested in the Council by this Act, the Council has power

(i) to make rules for the meetings of the Council and its transactions;

(ii) from time to time to appoint a secretary and such committees as shall be deemed necessary for the proper carrying out of its functions;

(iii) from time to time to erect, equip, furnish, and maintain any and all buildings or other structures, campuses, and grounds as may be considered necessary, and to make such provision for the management, government, and control thereof as may seem meet;

(iv) (a) to appoint the President, together with such other officers and staff as the Council may deem necessary for the purposes of the Institute and to fix their salaries or remuneration and to define their duties and their tenure of office or employment;

(b) on the advice of the President to appoint the Principal, faculty, instructors, administrative and other staff to be employed in each college under the jurisdiction of the Institute, to fix their salaries or remuneration and to define their duties and their tenure of office or employment provided that no person shall be appointed a member of the faculty in any college except upon recommendation of the Principal of that college;

(c) to approve and assign the programs to be offered by each college under the jurisdiction of the Institute, to develop new programs and to discontinue existing programs as it may seem fit;

(d) to determine at what location or locations each college under the jurisdiction of the Institute shall offer the particular programs assigned to it by the Council;

(e) to administer and manage or to acquire and operate any private or public post secondary school or institution and to assign such administration and management or operation either in whole or in part to any college under the jurisdiction of the Institute;

(v) with the approval of the Principal of the college concerned to provide for baccalaureate degrees, diplomas and certificates as well as honorary degrees, diplomas and certificates and such fellowships, scholarships, bursaries, prizes and student loans, as may seem meet;

(vi) to provide a pension plan and other fringe benefits for specified categories of persons employed by the Institute;

(vii) to prepare and submit annually to the Minister budgets for operating and capital revenue and expenditures of the Institute;

(viii) to fix and collect the fees to be paid for instruction in credit and non-credit courses, library fees, charges for meals, and for accommodation in the residences owned or operated by the Institute and such other fees as may be deemed necessary by the Council;

(ix) from time to time to determine the number of students that may, in the opinion of the Council, having regard to the resources available, be accommodated in any college within its jurisdiction or in any program or programs offered by any such college;

(x) to authorize the borrowing from any person, bank, or corporation of any sum of money that may be required for the purposes of the Institute;

(xi) to enter into any agreements or covenants on behalf of the Institute including:

- (a) an agreement to affiliate with any university or college constituted under an Act of the legislature of the Province of British Columbia;
- (b) an agreement with any Regional District, Municipality, Board of School Trustees or other public body providing for the shared use of buildings, facilities, faculty or staff;
- (c) an agreement to enter into a joint venture or to collaborate with any institution, agency or community group for the purpose

of augmenting educational services in the Kootenays;

(xii) to select a seal and arms for the Institute and have sole custody and use of the seal;

(xiii) to select the name of each college under the jurisdiction of the Institute;

(xiv) from time to time to make rules, regulations and by-laws in order to carry out the functions of the Council and to alter, amend, and repeal such rules, regulations and by-laws; and

(xv) to do and perform all other matters and things as may be necessary for the well-ordering and advancement of the Institute.

(2) Without limiting the generality of the foregoing the Council is authorized and empowered

(a) to establish in the East Kootenay region a college providing post secondary instruction in programs mentioned in sub-paragraphs (a) to (f) inclusive of section 2 (1) of this Act;

(b) to establish in the West Kootenay region a college providing post secondary instruction in programs mentioned in sub-paragraphs (a) to (f) inclusive of section 2 (1) of this Act;

(c) to establish at the City of Nelson in the West Kootenay region a college providing post secondary instruction in programs mentioned in sub-paragraphs (g), (f) and (e) of section 2 (1) of this Act.

19. Except as provided by Section 21 of this Act or as may be authorized by the Minister, no member of the Council shall directly or indirectly receive any honorarium, indemnity or remuneration for his services as a member of the Council but the Council may authorize the payment of reasonable travelling and living expenses incurred by members of the Council in the discharge of their duties.

20. The Lieutenant-Governor in Council may establish the Council of the Institute by the appointment of not less than seven of the members mentioned in section 15 (1) (i) of this Act. The members of the Council who at any time or from time to time have been appointed or elected as members of the Council or have membership in the Council ex officio shall constitute the Council and have all the powers of the Council notwithstanding that there may be unfilled vacancies in the Council's

membership.

21. One of the members of the Council appointed by the Lieutenant-Governor in Council at the time of establishing the Council shall be designated by the Minister as Chairman of the Council for a period not exceeding two years. Such member during the period of his chairmanship shall serve full-time at such salary as may be determined by the Minister as the chief executive officer of the Institute and shall have and exercise during that period all the powers of the President as hereinafter set forth.

22. There shall be a President of the Institute who shall be its chief executive officer and shall generally supervise and direct the other officers of the Institute, its administrative and other staff including the faculty, administrative and other staff employed in each college under the jurisdiction of the Institute. He shall co-ordinate as far as practicable the programs offered in such colleges. He shall have such other powers and perform such other duties as from time to time may be assigned to him by the Board.

23. Without limiting his general powers, the President has power (i) to recommend appointments, promotions, and dismissals of teaching and

administrative staffs and the officers and employees of the Institute after he has followed such consultation procedures as shall be approved from time to time by the Council;

(ii) in consultation with the Principal of any college under the jurisdiction of the Institute to arrange and direct the studies, assignments, and examinations of students in such college;

(iii) to suspend any Principal or other officer of the Institute. Upon the exercise of such power he forthwith shall report his action with his reasons therefor to the Council. Any officer who has been so suspended shall have a right of appeal to the Council whose decision shall be final.

(iv) to prepare budget estimates which he shall submit to the Council as and when it may require.

24. There shall be such financial, academic, administrative and planning officers as may be deemed necessary by the Council all of whom shall be under the immediate direction

of the President.

25. There shall be a Principal of each college under the jurisdiction of the Institute who shall be appointed by the Council. The Principal shall have the immediate supervision and direction of the faculty, administrative and other staffs employed in the college to which he has been appointed. He shall have such other powers and perform such other duties as may be assigned to him by the President or the Council.

26. (1) Without limiting his powers the Principal shall have power to suspend any member of the faculty and administrative staffs. Upon the exercise of such power he forthwith shall report his action with his reasons therefor to the President who shall investigate the matter. Any person who has been so suspended shall have a right of appeal to the Council whose decision shall be final.

(2) The Principal shall have power to suspend any student. Upon the exercise of such power, he shall forthwith report his action to the President with his reasons therefor. A student who has been thus suspended shall have a right of appeal to a committee named by the Council and chaired by the President or his designate,

the decision of which committee shall be final.

27. Each Principal shall be responsible for developing the rules and regulations establishing the internal governance of his College. Such rules and regulations and any amendments thereto shall be filed promptly with the President for transmission to the Council. Rules and regulations establishing the internal governance of a college shall not be inconsistent with the provisions of this Act or the rules, regulations and by-laws made by the Council and which from time to time may be in effect.

28. (a)All the lands and premises or any interests therein held by the Boards of School Trustees of School Districts No. 7 (Nelson), No. 8 (Slocan), No. 9 (Castlegar), No. 10 (Arrow Lakes), No. 11 (Trail) and No. 12 (Grand Forks) for the benefit of Selkirk College Technical and Vocational Institute, which was established by those Boards of School Trustees pursuant to an agreement bearing date the 3rd day of March, 1964, entered into between them under the provisions of the Public Schools Act and is also known as "Selkirk College", hereinafter referred to as "Selkirk", namely, all and singular the lands and premises situate in Kootenay District in the Province of British Columbia being

more particularly known and described as:

Lot A of District Lots 10 and 4598,
Plan 5581

and all the lands held by Her Majesty the Queen in the right of British Columbia for the benefit of Selkirk, the Nelson Vocational School and the Kootenay School of Art or any one or more of them, namely, all and singular the lands and premises situate in Nelson City being more particularly known and described as:

Blocks 262 to 264 inclusive, Plan 766

shall become vested in the Institute pursuant to an Order-in-Council to that effect to be made by the Lieutenant-Governor in Council. Such vesting shall take effect upon a date to be specified in such Order-in-Council. Upon such vesting taking effect the Registrar of Titles at the City of Nelson, upon application therefor, shall make the appropriate entry in the Register without fee.

(b) All other property, real and personal,

  (a) vested in Selkirk, the Nelson Vocational School and the Kootenay School of Art or any one or more of them or

  (b) held in trust for them or any one or more of them either absolutely or to pay or apply the income for its or their general purposes

shall be vested in or held in trust for the Institute from and after the date upon which the Order-in-Council mentioned in subsection (a) hereof takes effect. All debts of Selkirk whether incurred by it, on its behalf by the Boards of School Trustees mentioned in subsection (a) hereof or otherwise howsoever and whether existing on such date or arising subsequently in respect of the period before such date shall be assumed, paid, discharged and satisfied by the Institute.

(c) All property, real and personal, vested in Selkirk, the Nelson Vocational School or the Kootenay School of Art as trustee to hold upon trust for a particular purpose connected with Selkirk or either such School from and after the date upon which the Order-in-Council mentioned in subsection (a) hereof takes effect shall be vested in the Institute as trustee to hold upon trust for that purpose in connection with the Institute and all property, real and personal vested in trustees to hold upon trust for a particular purpose connected with Selkirk, or either such School shall be vested from and after such date in such trustees for that purpose in connection with the Institute.

(d) Any property, real and personal, granted, conveyed, devised, given or bequeathed by a grant, conveyance, devise, gift or bequest which shall take effect on or after the date upon which the Order-in-Council mentioned in paragraph (a) hereof takes effect, being a grant, conveyance, devise, gift or bequest to Selkirk, the Nelson Vocational School or the Kootenay School of Art as trustee to hold upon trust for a particular purpose connected with Selkirk or either such School thereupon shall be vested in the Institute to hold upon trust for that purpose in connection with the Institute. All property, real and personal, granted, conveyed, devised, given or bequeathed by a grant, conveyance, devise, gift or bequest which shall take effect on or after such date to trustees to hold upon trust for a particular purpose connected with Selkirk or either of the said Schools shall be vested in the said trustees for that purpose in connection with the Institute.

29. (a) All the lands and premises or any interests therein held by Notre Dame University of Nelson, hereinafter referred to as "Notre Dame", namely, all and singular

the lands and premises situate in Kootenay District in the Province of British Columbia being more particularly known and described as:

Lots 1 and 2,	Block 19,
North 80 feet and Centre 40 feet of Lot 1,	Block 27
Lots 1 and 2,	Block 30,
Lots 1 and 2,	Block 31,
Lots 1 and 2,	Block 38,
Lots 1 and 2,	Block 43,
Lots 1 and 2,	Block 44, and
Lots 1 and 2,	Block 45,

all shown on Plan 727, Nelson City,

and

Part of Block 56 (Assigned) outlined in red on 96868-I except part in Plan 5148, and Parcel A, (152400-I) of Block 56 (Assigned) both shown on Plan 727, Nelson City

and

Lot 1,	Plan 2529,
Lots A, B and C,	Plan 2855,
Lots A, B, C and D	Plan 2865,
Lot 1,	Plan 5148, and
Lots 1, 2 and 3	Plan 7365,

Part of District Lot 183 shown outlined

in red on Plan 4366-I

all in Nelson City,

shall become vested in the Institute pursuant to an Order-in-Council to that effect to be made by the Lieutenant-Governor in Council. Such vesting shall take effect upon a date to be specified in such Order-in-Council. Upon such vesting taking effect the Registrar of Titles at the City of Nelson, upon application therefor, shall make the appropriate entry without fee.

(b) All other property, real and personal

(i) vested in Notre Dame University of Nelson or

(ii) held in trust for Notre Dame or its predecessor, Notre Dame University College also known as Notre Dame College, either absolutely or to apply the income for the general purposes of either of them

shall be vested in or held in trust for the Institute from and after the date upon which the Order-in-Council mentioned in subsection (a) hereof takes effect. All debts of Notre Dame existing on such date or arising subsequently in respect of the period before such date shall be assumed, paid, discharged and satisfied by the Institute.

(c) All property, real or personal, vested in Notre Dame or Notre Dame University College aforesaid as trustee to hold upon trust for a particular purpose connected with Notre Dame or the said College from and after the date upon which the Order-in-Council mentioned in subsection (a) hereof takes effect shall be vested in the Institute as trustee to hold upon trust for that purpose in connection with the Institute and all property, real and personal, vested in trustees to hold upon trust for a particular purpose connected with Notre Dame or the said College shall be vested from and after such date in such trustees for that purpose in connection with the Institute.

(d) Any property, real and personal, granted, conveyed, devised, given or bequeathed by a grant, devise, conveyance, gift or bequest which shall take effect after the date upon which the Order-in-Council mentioned in paragraph (a) hereof takes effect, being a grant, conveyance, devise, gift or bequest to Notre Dame or to Notre Dame University College aforesaid as trustee to hold upon trust for a particular purpose connected with Notre Dame or the said College shall be vested in the Institute to hold upon trust for that purpose in connection with the Institute. All property real and personal, granted, conveyed, devised, given or bequeathed by a grant, conveyance, devise, gift or bequest which shall take effect on or after such date to trustees to hold upon trust for a particular purpose connected with Notre Dame or the said College shall be vested in the said trustees for that purpose in connection with the Institute.

30. Selkirk shall cease to exist as a college within the meaning of the Public Schools Act on the day after the date specified by the Order-in-Council made by the Lieutenant-Governor in Council pursuant to section 28 (a) of this Act whereupon the Boards of School Trustees mentioned in the said section shall be relieved from further maintenance and operation of such college and the Institute shall indemnify and save harmless the said Boards of School Trustees, and each of them from any and all claims and demands whether for debt, damages or otherwise which may at any time thereafter be brought against them or any of them arising out of the establishing, maintaining and operating of the said College.

31. The Notre Dame University of Nelson Act, S.B.C., 1963, chapter 57 and amending Acts shall be and be deemed to be repealed on the day after the date

specified by the Order-in-Council made by the Lieutenant-Governor in Council pursuant to section 29 (a) of this Act.

32. The Council shall be at liberty and is hereby empowered to negotiate with and to enter into contracts of future employment with members of the faculty of Selkirk, including the Nelson Vocational School and the Kootenay School of Art prior to the cessation of Selkirk's existence as such college as aforesaid. The Council is hereby empowered to make payment upon such compassionate or other grounds as it may seem fit to any member of the faculty of Selkirk, including the Nelson Vocational School and Kootenay School of Art to whom it is not prepared to offer employment. Such payment shall in no case exceed the amount of the salary paid to such member during the last full academic year of his employment by Selkirk, the Nelson Vocational School or the Kootenay School of Art.

33. The Council shall be at liberty and is hereby empowered to negotiate with and to enter into contracts of future employment with members of the faculty of Notre Dame prior to the dissolution of

Notre Dame. The Council is hereby empowered to make payment upon such compassionate or other grounds as it may see fit to any member of the faculty of Notre Dame to whom it is not prepared to offer employment. Such payment shall in no case exceed the amount of the salary paid by Notre Dame to such faculty member during the last full academic year of his employment by Notre Dame.

SUPPLEMENTARY APPENDIX C

FINANCIAL INFORMATION CONCERNING NOTRE DAME UNIVERSITY AND SELKIRK COLLEGE

THE GOVERNMENT OF
THE PROVINCE OF BRITISH COLUMBIA

DIVISION OF POST-SECONDARY EDUCATION
VICTORIA, BRITISH COLUMBIA

4 January 1974

Dr. John F. Ellis,
c/o Faculty of Education,
Simon Fraser University,
Burnaby 2, B. C.

Dear Dr. Ellis:

re: Financial Report - Kootenay Commission

As the result of our recent discussion, I am enclosing a revised report on the financial status of Notre Dame University at Nelson and of Selkirk College at Castlegar.

You will note that the content of the revised report has been reduced considerably from the first draft. This was largely accomplished by deleting certain data which had been previously included to provide the members of the Commission with more detailed information. Also, I have taken the opportunity to update certain financial schedules as the result of additional audited data and other information recently made available to this office.

I hope that the revisions in the enclosed presentation are acceptable to you and the other members of the Commission. However, if there are any other changes you have in mind I shall be only too happy to oblige, if so advised.

Yours truly,

R. A. Munro,
Director of Finance
and Administration

cc Dr. I. McTaggart-Cowan,
Faculty of Graduate Studies,
University of British Columbia,
Vancouver 8, B. C.

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- Comparative Statement of income and expenses for the fiscal years ended December 31, 1968, 1969 and 1970, and for the years ended March 31, 1972 and 1973

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INTRODUCTION

The following report containing certain financial information relative to Notre Dame University of Nelson and to Selkirk College at Castlegar, has been prepared for the Committee to Study Post-Secondary Education in the Kootenay District of British Columbia.

The report is restricted primarily to an examination of historical data as presented in the respective audited financial statements for each institution, with particular emphasis being placed on an analysis of operating costs for the period 1968 to 1973 inclusive.

Due basically to anomalies of definition, the reader should be cautioned that direct inter-institutional comparisons of unit costs are, in many cases, not too meaningful.

Consequently no attempt has been made to include in this report a detailed comparision of operations vis-a-vis the two institutions.

I. NOTRE DAME UNIVERSITY

Major Observations:

A. Income and Expenses

1. The operating grant paid by the Province of British Columbia has increased from $500 per F.T.E. student in 1967/68 to $1100 per F.T.E. student in 1972/73.

To offset an estimated deficit forecast at $332,235 for 1973/74 the university has asked the Provincial Government for a supplementary grant of some $600 per F.T.E. student in addition to the $1100 grant already provided. The major factors which contributed to the loss position were:

(a) A severe drop off in student enrolment to 547 F.T.E. students for 1973/74.

(b) Significantly higher salary costs due to a 28% increase in salary scales which was recently negotiated with the faculty and which became effective July 1, 1973.

(c) Scheduled increased capital debt payments on mortgage liabilities to the Roman Catholic Diocese.

2. It would appear, that largely due to fiscal restraints, preventative maintenance on the physical plant as well as improvements in the academic areas have received low priority.

3. Salary costs represented 74% of the operating budget in 1973/74.

4. Commencing with the fiscal year 1971/72 capital debt retirements placed a heavy burden on the university's operating budget. For the year ended June 30, 1973, debt payments totalled about $300 per F.T.E. student.

5. Notre Dame University has estimated that the gross operating cost per F.T.E. student, including the retirement of capital debt, will be $2410 per student for the year 1973/74. This is substantially lower than comparative cost estimates for the other three Universities within the Province.

6. Funds allocated for Student Services appear to be quite inadequate to meet the needs. Costs in this area during the period under review have averaged less than $60 per F.T.E. student.

B. FIXED ASSETS

Fixed assets totalling $4 million as at June 30, 1973 are heavily encumbered by mortgages payable to Central Mortgage and Housing Corporation and to the Roman Catholic Bishop of Nelson for $1.3 million and $0.8 million respectively.

A breakdown of the investment in fixed assets is as follows:

	COST	BOOK VALUE (NOTE:)
Land and land improvements, at cost	$ 128,087	128,087
Buildings	2,435,917	3,035,533
Equipment	479,005	488,873
Library	356,924	356,924
TOTAL FIXED ASSETS	$3,399,933	$4,009,417

NOTE:

As the result of an appraisal completed by Cooper Appraisals Limited, Vancouver, on May 7, 1970, valuations of buildings, furnishings and equipment were increased by approximately $610,000 to reflect depreciated replacement cost rather than original cost.

II. SELKIRK COLLEGE

Major Observations:

A. Income and Expenses

1. Operating costs per student at Selkirk College rank among the highest of the nine community colleges, due primarily to a low student population which is housed in expensive plant facilities.

For the fiscal year 1972-73 gross operating costs, including the retirement of Capital debt, was $2,450 per F.T.E. student. Of this amount about $253 was attributable to debt payments.

2. Salary costs per F.T.E. student have risen sharply over the past three years, especially in the Academic Instructional area. It is estimated that about 83% of the 1973-74 operating budget will be allocated to salaries.

3. Strong efforts to contain administration expenses have been largely successful and the percentage of the operating budget allocated to this function, has, over the past few years, followed a favourable downward trend.

4. By agreement amongst the five participating school districts and the College it was decided that the local cost to the taxpayers for support of the College would at no time exceed a mill rate assessment of 3 mills. Apart from the assessment value base being, by far, the lowest of any college region in the province, annual increases in this base have not kept pace with inflationary costs at the college. Because of these very real external controls on the levels of College expenditures priorities opposite innovative educational programs have had to be re-examined frequently.

B. FIXED ASSETS

1. Selkirk College is situated on approximately 245 acres of land. Of this total about 70 acres are leased at a very nominal amount.

As at March 31, 1973, the accumulative investment in fixed assets at this College amounted to $4.1 million. An analysis of the source of capital funds indicated that $2.3 million or 54% was provided by School District referenda and $1.7 million or 41% was made available through Federal and Provincial Government Grants.

A breakdown of the College's investment in fixed assets is as follows:

Land and site improvements	$ 42,052
Buildings	3,121,853
Equipment and furnishings	942,765
Total Capital Assets	$4,196,670

CONCLUSIONS

1. Faced with declining enrolments, especially severe over the past two years, and a corresponding decrease in operating funds, Notre Dame has been forced to continue a "hold-the-line" operation for the coming year with no major change in operating procedure, course offerings or tuition fees.

2. Needed preventative maintenance on the physical plant, as well as improvements in the academic areas have been given low priority at Notre Dame due to its restricted budget. Also, funds allocated for the library and student services appear to be inadequate to meet the needs of the students enrolled at Notre Dame.

3. Per student costs at Selkirk College are relatively high largely as a result of Selkirk's marginal student enrolment.

4. It would appear that if the University of Notre Dame is to continue operating, either as a private or a public institution, then future demands for financial support by the Provincial Government will increase substantially.

NOTRE DAME UNIVERSITY OF NELSON
COMPARATIVE STATEMENT OF INCOME AND EXPENSE - CURRENT FUNDS

	YEAR ENDED JUNE 30											
	1973		1972		1971		1970		1969		1968	
	$000's	$PER F.T.E.	$000's	$PER F.T.E.	$000's	$PER F.T.E.	$000's	$PER F.T.E.	$000's	$PER F.T.E.	$000's	$PER F.T.E.
INCOME												
Student Academic Fees	$ 292	476	332	476	361	465	321	434	355	521	368	567
Grant-Province of B.C.	767	1 250	543	779	444	773	409	553	389	570	309	476
Associated Research	3	5	7	10	18	23	4	5	12	18	17	27
Donations for operating	30	49	29	42	39	50	91	123	72	105	53	81
Other Income	19	31	13	19	11	14	10	13	7	10	3	4
TOTAL INCOME	$ 1 111	1 811	924	1 326	873	1 125	835	1 128	835	1 124	750	1 155
EXPENSE												
Administration	$ 126	206	113	162	107	138	118	159	118	173	94	145
Academic Departments	545	889	517	742	485	625	415	561	469	688	461	710
Student Services	43	70	43	62	40	51	39	52	34	50	35	54
Operation & Maint.-Plant	91	148	76	109	68	88	68	92	62	91	32	49
Library	100	163	95	136	107	138	114	154	113	165	120	185
Scholarships & Awards	21	34	23	33	26	33	22	30	36	53	30	46
Development, Recruitment & PRO	26	42	34	49	30	39	42	57	19	28	17	26
OPERATING EXPENSES	$ 952	1 552	901	1 293	863	1 112	818	1 105	851	1 248	789	1 215
Interest	62	101	34	49	7	9	10	13	10	14	10	15
Appropriation to plant funds	37	60	23	33	-	-	-	-	-	-	-	-
Net Surplus (Deficit) - Auxiliary Enterprises	(46)	(79)	(37)	(53)	4	5	19	25	2	3	21	32
TOTAL EXPENSES	$ 1 097	1 788	995	1 428	866	1 116	809	1 093	859	1 259	778	1 198
Surplus (Deficit) for the year	$ 14	23	- (71)	(102)	7	9	26	35	(24)	(35)	(28)	43
SALARIES												
Academic (excluding Library)	$ 476	776	464	666	426	549	372	503	424	622	409	630
Non-Academic (excluding auxiliary services)	242	395	203	291	194	250	202	273	196	287	179	276
TOTAL SALARIES	$ 718	1 171	667	957	620	799	574	776	620	909	588	906
ENROLMENT												
(Full Time Equivalent Students at December 1)	613.4		697.0		776.3		740.0		682.0		649.0	

NOTE:

(1) Student Services:

Salaries and expenses for the Registrar's Office, Chapel, Student Services and the Ceremonials Committee have been deducted from Administration Expenses and re-allocated under this expense classification.

(2) Due to certain accounting re-allocations in 1973, expenditures for this year are not, in every case, on a comparable basis with prior years.

SELKIRK COLLEGE

COMPARATIVE STATEMENT OF INCOME AND EXPENSES
FOR THE FISCAL YEARS 1968 TO 1973 INCLUSIVE

	Year ended March 31				Year ended December 31					
	1973		1972		1970		1969		1968	
	$000's	$PER F.T.E.	$000's	$PER F.T.E	$000's	$ PER F.T.E.	$000's	$PER F.T.E.	$000's	$PER F.T.E.
INCOME										
Tuition Fees	152	200	161	195	157	171	135	187	105	161
School Districts and Provincial Government	1 553	2 041	1 405	1 699	1 383	1 503	1 023	1 414	837	1 283
Sundry Revenue	9	11	6	7	2	2	2	3	3	5
TOTAL INCOME	1 714	2 252	1 572	1 901	1 542	1 676	1 160	1 604	945	1 449
EXPENSES										
Administration	173	227	208	251	210	228	234	323	202	310
Instruction	1 073	1 410	1 061	1 283	889	966	730	1 010	563	864
Maintenance	199	261	215	260	178	194	162	224	87	133
Library	118	155	103	125	124	135	94	130	47	72
Student Services & Activities	109	144	78	94	56	61	46	64	40	61
TOTAL EXPENSES	1 672	2 197	1 665	2 013	1 457	1 584	1 266	1 751	939	1 440
Surplus (Deficit) for the year	42	55	(93)	(112)	85	92	(106)	(147)	6	9
Salaries:										
Instructional- Academic	556	1 383	616	1 234	519	833	462	860	399	793
- Technical	456	1 270	339	1 034	250	842	187	1 005	140	940
- Non-Credit	8		20	-	32	-	23	-	-	-
	1 020	1 340	975	1 179	801	871	672	929	539	827
Non-Instruction	380	499	397	480	329	357	289	400	230	352
TOTAL SALARIES	1 400	1 839	1 372	1 659	1 130	1 228	961	1 329	769	1 179
Enrolment (Full-Time Equivalent Students at October 31)										
Academic	384		499		623		537		503	
Technical	341		328		297		186		149	
General Studies	36		-		-		-		-	
TOTAL	761		827		920		723		652	

NOTE:
1. Due to a change in the fiscal reporting period from December 31 to March 31, income and expenses for the first quarter of 1971 are not included in the above statement.
2. The split shown for full-time equivalent students in academic and technical programs for the years 1968 and 1969 are estimates since this information was not available.

STATEMENTS OF NET ASSET VALUE

A. NOTRE DAME UNIVERSITY OF NELSON
(as at June 30, 1973)

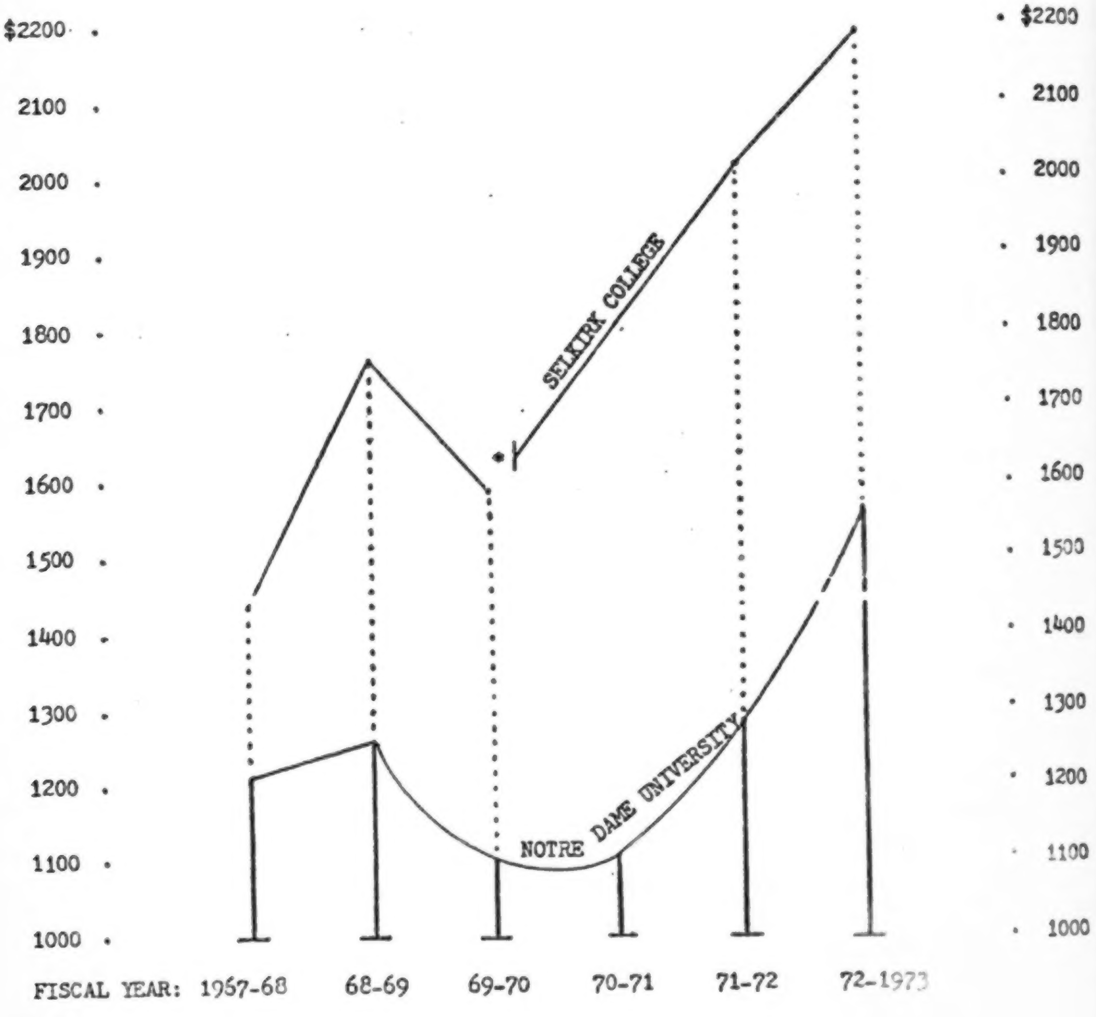
	Total Asset Value	Liabilities	Net Asset Value
Current Funds	$ 104,698	307,570	(202,872)
Development and Restricted Funds	322,235	14,270	307,965
Plant Funds	4,011,821	2,164,137	1,847,684
	$4,438,754	$2,485,977	$1,952,777

B. SELKIRK COLLEGE
(as at March 31, 1973)

	Total Asset Value	Liabilities	Net Asset Value
Operating Funds	$ 173,720	50,194	123,526
Capital Funds	4,210,506	4,374	4,206,132
	$4,384,226	$54,568	$4,329,658

SELKIRK COLLEGE AND NOTRE DAME UNIVERSITY OF NELSON

Comparative Operating Costs per F.T.E. Students for the fiscal years 1968 to 1973 inclusive



NOTES:

1. Fiscal periods for each institution for the years under review are:
   a. Notre Dame - year ended June 30th for all years
   b. Selkirk - year ended December 31 for 1968, 1969 and 1970
   - year ended March 31 for 1972 and 1973
2. The gap in the Selkirk College line reflects a change in the fiscal reporting period for that college from December 31 to March 31, during the first quarter of 1970.